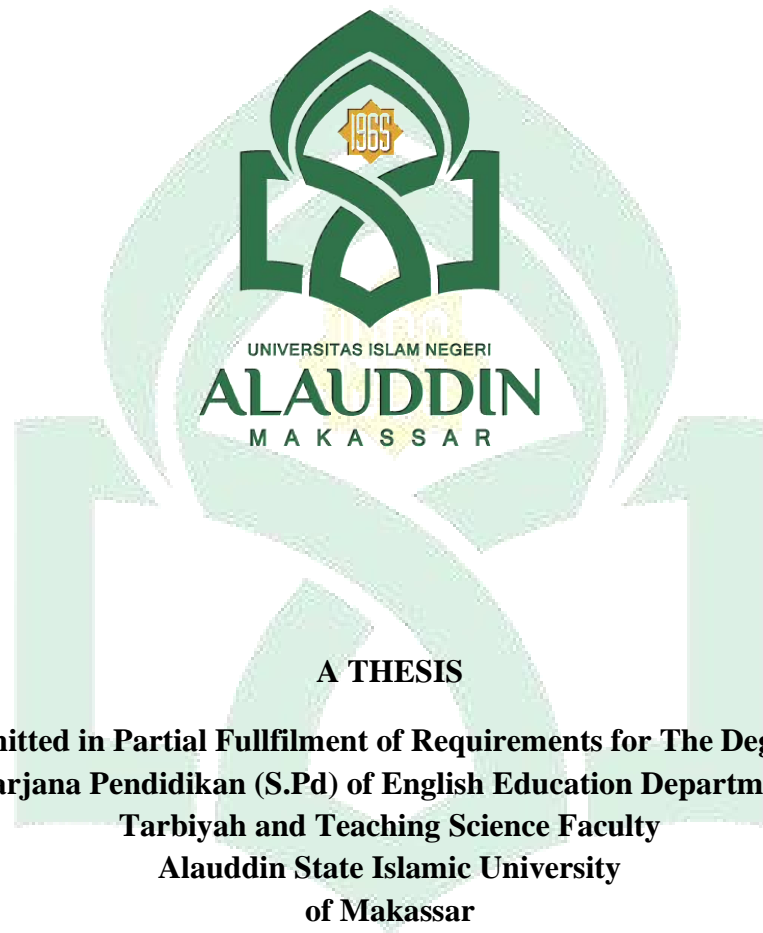


**DEVELOPING ENGLISH PRINTED MATERIAL ON THEME OF  
ANIMAL FOR EARLY YOUNG LERNERS AT PAUD  
TERPADU JOY KIDS MAKASSAR**



**A THESIS**

**Submitted in Partial Fullfilment of Requirements for The Degree of  
Sarjana Pendidikan (S.Pd) of English Education Department  
Tarbiyah and Teaching Science Faculty  
Alauddin State Islamic University  
of Makassar**

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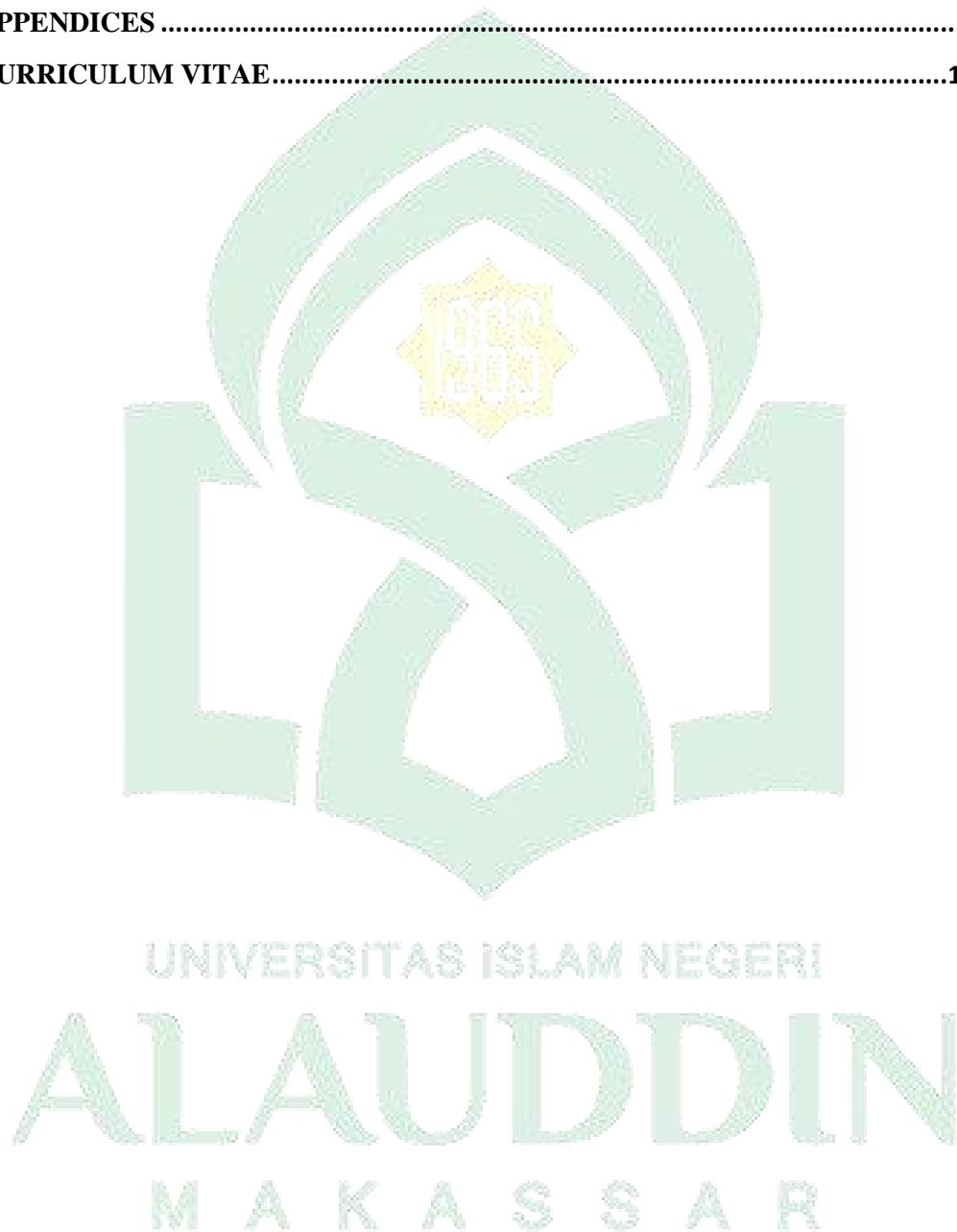


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## ABSTRACT

**Title** : Developing English Printed Material on Theme of  
Animal for Early Young Learners at PAUD Terpadu  
Joy Kids Makassar  
**Year** : 2020  
**Researcher** : Kasyif Githa  
**Consultant I** : Dr. Kamsinah, M.Pd.I  
**Consultant II** : Dr. Sitti Nurpahmi, M.Pd

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Based on the preliminary study conducted in PAUD Terpadu Joy Kids Makassar, it was found that English was not a compulsory subject for students in kindergarten, but it was an interlude. In addition, the existing material in that kindergarten only served one page for English material which refer to the limited list of vocabulary. Meanwhile, the theory of children's language acquisition stated that it is better to provided foreign language learning for children since they still depend on their skill in acquiring language naturally. Then, it became the reason of the researcher to develop English material for early young learners based on animal theme, particularly with theme sub "My Chicken".

This Research and Development applied ADDIE Model which consists of Analysis, Design, Development, Implementation, and Evaluation. In accordance with the result of interview and documents analysis, it was found that the English material created focused on introducing vocabulary. There were 20 students, 1 teacher, and 2 experts involved in this research. Furthermore, the material was in form of printed material.

The product which has been created can be utilized by the students and the teacher in conducting English learning activity. It can be also used by the next researcher to improve the product which has existed nowadays.

## CHAPTER I

### INTRODUCTION

#### *A. Background*

Material refers to a thing which contains information or ideas for a coursebook (Oxford Dictionary, 2008). The characteristic of material shows its functions: (1) as an informant which provide the learners about the content of subjects, (2) as an instructor which guide the learners to do practical activities and to make discovery; (3) experience provider which allows the learners to have learning experiences in using the knowledge; (4) motivator for the learners to apply the knowledge. Generally, English teaching and learning material used in school will be served in form of coursebook, video, graded readers, flash cards, websites, and mobile phone interaction (Tomlinson, 2012).

There has been some issues of material development which encourage the increase of learning source quality including English material. The development is done in attempt to evaluate the the existing material, adapting it, and replacing it (English Language Centre, 1997). In the process of adapting, it usually related to adjusting the material to the learners by producing appropriate learning materials to their needs. In other words, it refers to the process of need analysis which purpose on constructing material based on what learners need to learn. Thus, the development of material is important to encourage teaching and learning process of English.

There was a preliminary study done by the researcher in PAUD Terpadu Joy Kids in Mallengkeri, Makassar on Tuesday, June 25<sup>th</sup>, 2019, to see the reality of English lesson and the material used in that kindergarten. The learners there utilize a learning magazine which is known as “Citra TK” in learning activity included English lesson. However, English material provided by Citra TK only has one page for some vocabularies while the other activities are served in Bahasa. Additionally, the result of the interview between the researcher and one of the teacher there showed that the learners in PAUD Terpadu Joy Kids keep conducting English activity. However, if the students only use Citra TK to learn English, it will not adequate. They need more material with exercise to support English learning process. There should be various learning activities related to reading, writing, speaking and listening to increase learners’ skill of English. These skills are integratively taught to the learners by what occur and exist in the environment (Suyanto, 2007).

The fact that English in kindergarten is not given is a part of the regulation taken by Indonesian Ministry of Education and Culture for education curriculum 2013 which put English as a lesson that will be taught firstly in Junior High School. In contrast, based on the theory of language acquisition in Olpińska (2013) in Olpińska-Szkielko (2015: 63), the age of 3 to 5 years is called as the sensitive period or golden moment for children to study a language. It is because they still depend on language acquisition, so that the process of acquiring new language will be more successful than at

later age. It is similar to the belief that “younger is better” (Pransiska, 2016:251). It is as the verse below :

وَإِذْ قَالَ لُقْمَنُ لَابْنِهِ - وَهُوَ يَعِظُهُ يَبْنَى لَا تُشْرِكْ بِاللَّهِ إِنَّ الشِّرْكَ لَظُلْمٌ عَظِيمٌ

وَوَصَّيْنَا الْإِنْسَانَ بِوَلَدَيْهِ حَمَلَتْهُ أُمُّهُ وَهْنًا عَلَى وَهْنٍ وَفِصْلُ الْفِطْرِ فِي عَامَيْنِ أَنِ اشْكُرْ لِي وَلِوَلَدَيْكَ إِلَى الْمَصِيرِ

Meaning :

13. And (remember) when Luqman said unto his son, when he was exhorting him: O my dear son! Ascribe no partners unto Allah. Lo! to ascribe partners (unto Him) is a tremendous wrong.

14. And We have enjoined upon man concerning his partners – His mother beareth him in weakness upon weakness, and his weaning is in two years – Give thanks unto Me and unto thy parents. Unto Me is the journeying.

This is why learning a foreign language is better to be started earlier to the children considering their language acquisition ability.

A successful English learning can also be achieved by paying attention to some factors such as; (1) qualified teachers, (2) adequate and appropriate learning source and facility, and (3) good, simple, and attractive curriculum as what stated in the article by Khairani, *English Education for Early Young Children*. It can be seen in the second point that one of the factor of a successful English learning is to have English material to encourage the learners when conducting English learning.

Therefore, the researcher intends to develop English material for early young learners in PAUD Terpadu Joy Kids as the contribution to encourage



English learning process in early age, the children will be expected to obtain basic knowledge and skill of English.

### ***B. Research Questions***

Related to the background of this research, then how to develop a good English material for early young learners with focus on “Animal” theme becomes the main problem of this study. Therefore, the researcher divides three sub problems in order to achieve a well development. These problems can be seen as follows:

1. What are the needs of the early young learners at PAUD Terpadu Joy Kids Makassar for English printed material on theme of Animal?
2. How is the English printed material on theme of Animal designed for early young learners at PAUD Terpadu Joy Kids Makassar?
3. How is the English printed material on theme of Animal developed for early young learners at PAUD Terpadu Joy Kids Makassar?
4. How is the evaluation result of English printed material on theme of Animal for early young learners at PAUD Terpadu Joy Kids Makassar?

### ***C. Research Objectives***

In accordance with the research problem, this study aims to develop “Animal” theme English material for early young learners. However, to be more detail, the researcher objectives are constructed based on each research problem above:

1. To analyze the needs of early young learners at PAUD Terpadu Joy Kids Makassar for English printed material on theme of Animal

2. To know the design of English printed material on theme of Animal for early young learners at PAUD Terpadu Joy Kids Makassar
3. To know the development of English printed material on theme of Animal for early young learners at PAUD Terpadu Joy Kids Makassar
4. To know the evaluation result of English printed material on theme of Animal for early young learners at PAUD Terpadu Joy Kids Makassar

#### ***D. Research Significances***

##### **1) Theoretical Significance**

The theoretical significance of this research is expected to provide basic knowledge and skill of English for early young learners by developing ‘Animal’ theme English material based on the principle of material development for early young learners.

##### **2) Practical Significances**

There are three practical significances provided in this research. First is for the early young learners: the product of this research can be used by the learners as a hand out to study English from the basic way by introducing some vocabularies related to “Animal” and to work on some activities.

Second is for the teachers: the result of the product later can be used by them to conduct English learning with various activities which will be delivered to learners informally.

Third is for the next research itself; hopefully, this development could be used as a reference to conduct a research and development for early young learners.

### ***E. Research Scope***

This research intended to develop the existing material which have been served in various themes such as *Animal*, *Environment*, *Occupation*, *Myself*, and *My Plant-Recreation*. Then, these themes would be created for English materials that will be the product of development later. However, the researcher here takes a part to develop the material particularly for “Animal” theme.

This development would use ADDIE model which consists of the process of analyzing students’ need, designing syllabus, developing material, implementing, and evaluating the product. However, due to the limitation of time, budgeting, and the situation in finishing this research, the process would not involve implementing process, but would directly go through evaluation phase. Furthermore, the product later would be in form of printed material.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### *A. Literature Review*

##### **1. Review of Related Research Findings**

The first, comes from Miftahul KhairNur Ali Mubar (2015). She conducted an R&D research in order to find out English material based on need analysis for young learners at MTsN Model Makassar. Her research adopted ADDIE Model to conduct the research. The conclusion of her research is English Learning Material that provided to students should be based on their need analysis. She revealed that the materials should consider what students want to achieve better result. When student's needs are fulfilled by presented materials, the researcher believe the target of learning objective in syllabus will achieve well. (Miftahul, 2015:328)

The second comes from Magdalena Olpińska-Szkielko (2015) . She conducted a research that intended to analyze some selected materials for teaching English as a foreign language, designed mainly for grade 1–3 of the primary school (for 6–9-year olds), with the goal to answer the question whether these materials could be also used successfully and efficiently in pre-schools with 3–5-year old children. Furthermore, the result of her research is there are partly material that can be suitable for pre-school language education.

The third, comes from Hikmawati and Djuwairiah Ahmad (2017). They conducted an R&D research in order to develop a form of basic module

and other references for teacher related to materials of greeting and self-introduction derived from 2013 curriculum. The research adapts ADDIE Model (Analysis, Design, Development, Implementation, and Evaluation) by Steve J. Mc Griff, 2000. The research procedure will be analyzing the previous English materials, analyzing the student's need, designing the blueprint, developing the materials, Implementing the materials in the classroom, and evaluating the materials by experts of 2013 Curriculum (evaluator students book) using experts' judgment and rubrics of analyzing student book set by National Standard. The result of experts' judgment and rubrics seems to be that the materials are good, well-designed, well-organized, and proper to use to the learners.

The fourth, comes from Ija Try SaputriKadir and Kamsinah (2018). They conducted a research in order to develop English language printed material based on 2013 curriculum. The research conducted since the material was not appropriate, the titles did not correspond with the chapter of material, lack of examples, and teachers and students did not have many references for teaching and learning. There were four product validation done by teacher and expert, those are systematic organization of material, systematic English teaching, systematic content of English, and the language. As the result, the product was well-qualified as a reference in teaching English.

The fifth is a research conducted by Nana MeilindaAstari (2016) which intended to develop English learning materials using a theme-based

storybook for reading comprehension of “When English Rings A Bell” textbook for grade VII of SMP/MTs. This research used ASSURE model with steps, such as (1) need analysis, (2) selecting and utilizing materials, (3) evaluating materials, (3) revising materials.

The sixth, comes from Andi Kaharuddin & Burhanuddin Arafah (2017). Their research investigates how to develop a well-designed English teaching material on the basis of a needs analysis as an effort to improve English learning outcomes in college level. This study finds a comprehensive framework for necessary steps of needs analysis-based materials development which has been used for developing English teaching materials for initial speaking course.

Based on some previous finding researches, researcher concluded that learners need is a fundamental thing to be considered in developing English materials and exercises that will be provided to young learners. Developing printed materials especially through R&D intended to support young learners in improving their skill in English. Moreover, it has specific theme that is “Animal” in which the scope can be clearly recognized by the teacher and learners.

## **2. Some Pertinent Ideas**

There are three pertinent ideas given to support well understanding over this development. These terms are related to the theory of material development, thematic English material, and need analysis.

## **a. Material Development**

### **1) Theory of Material Development**

Material development actually concerns with two aspects namely, as a practical undertaking and as a field of study. It refers to a practical undertaking for an activity involving producing, evaluating, adapting, and exploiting material to facilitate language acquisition and development. On other hand, It is recognized as a field of study which includes a process of designing, writing, implementing, evaluating, and analyzing the learning material (Azarnoosh, et.al, 2016).

Material developers usually work in kinds of activities such as writing textbooks, telling stories, bringing advertisements into the classroom, expressing an opinion, providing samples of language use or read a poem aloud( Tomlinson, 2011).Moreover, in th process of developing material, the developers need to pay attention to the ideal principle of development in order to create an effective language learning.

### **2) Principles of Second Language Acquisition Relevant to The Development of Materials for The Language Teaching**

According to Tomlinson (2011), there are several principles of material development that need to be considered when the researcher wants to develop material. These principles can be seen as follows



### **a) Materials Should Achieve Impact**

The materials should attract learners' interest, curiosity, and attention in order to achieve well impact to their learning experience by using the developed material. Some points below need to be considered in case of achieving impact of the materials:

- (1) Novelty (e.g. unusual topics, illustrations and activities)
- (2) Variety (e.g. breaking up the monotony of a unit routine with an unexpected activity; using various text-types taken from many different types of; using a number of different instructor voice on CD);
- (3) Attractive presentation (e.g. use of attractive colours; lots of white space; use of photographs);
- (4) Appealing content (e.g. topics of interest to the target learners; topics which offer the possibility of learning something new; engaging stories; universal themes; local references);
- (5) Achievable challenge (e.g. tasks with challenge the learners to think).

### **b) Materials should help learners to feel at ease**

The researcher should make sure that material which is developed can give joyful learning experience to learners. In other words, the learners will feel at ease by using the developed material. Here are some points to be considered by the researcher:

(1) Most learners comfortable with written materials with lots of white space than they do with materials in which lots of different activities are crammed together on the same page.

(2) Most learners are at ease with text and illustrations that they can relate to their own culture than they are with those which appear to them to be culturally alien.

(3) Most learners are more relaxed with materials which are obviously trying to help them to learn than they are with materials which are always testing them.

**c) Materials should help learners to develop confidence**

The developed material should attempt to encourage the learners to develop their confidence through the material. It can be done by providing stimulative, and achievable activities which try to push learners slightly beyond their existing proficiency.

**d) Materials should require and facilitate learners self investment**

The developed material should engage learners to some activities which can provide chance to them by investing their interest, effort and attention to the learning activity. Materials can support learners to reach their self-investment by providing them with choices of focus and activity, giving them control, and engaging them in learner-centered discovery activity.

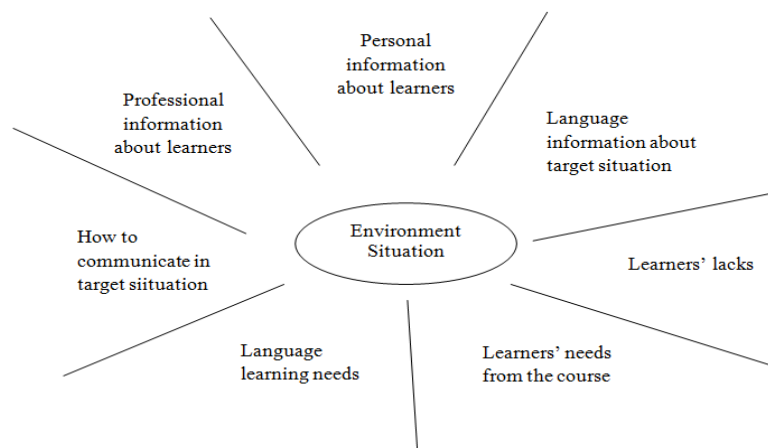
**b. Theme-Based Material**

In accordance with Cameron (2001), involving theme on teaching and learning activity give more chances to introduce new vocabulary items which focus on a specific scope that will broaden the comprehension of vocabulary meaning and use since vocabulary items that have been learned before might be found again in a different context. Moreover, integrating teaching with a theme will be more appropriate for young learners since it can support to learn naturally.

**c. Need Analysis**

Brown (2011) stated that need analysis is a process of gathering information in case of developing material. The concept of needs analysis commonly refers to the process involved in collecting information about the needs of a particular client group in industry or education. In conducting need analysis, the researcher will be based on the framework of need analysis derived from Dudley-Evan and Sr. John (1998:125). The figure of the framework can be seen as follows:

UNIVERSITAS ISLAM NEGERI  
ALAUDDIN  
MAKASSAR



**Figure 1.** Dudley-Evan and St. John Need Analysis Framework

The terms in the framework above can be defined as follows:

- 1) Professional information about the learners refers to the activities which engage learners to use English as a target-situation analysis (TSA) or objective needs.
- 2) Personal information about the learners is related to some factors which affect them to learn English such as previous learning experience, reasons for attending the course and expectation of it.
- 3) Language information about target situation refers to the current skill of language of the learners or it can be mentioned as present situation analysis (PSA). It allows the the researcher to know the learners' lacks toward the target language.
- 4) Learners' lacks refer to the gap between present proficiency and target proficiency.
- 5) Learners' need from the course is related to what learners want to achieve from the course.

- 6) Language learning need refers to the effective way of learning target language that learners will do later.
- 7) How to communicate to target language is related to how the language is used in target situation-linguistic analysis, discourse analysis, and genre analysis.
- 8) Environmental situation refers to information where the course will take place.

#### **d. Curriculum Content for Kindergarten**

Based on the regulation of education and culture ministry of Indonesia, there are six self development program which need to be integrated in the material designed for kindergarten students. These program can be seen as follows:

- 1) Self development program including religious and moral value are organized in learning process in order to develop good attitude sourced from religious and moral value and from social environment in the context of playing.
- 2) Self development program related to physical and motoric aspect are organized in learning activity in order to develop kinesthetic maturity in the context of playing.
- 3) Self development program related to cognition is organized in learning activity in order to develop thinking process in the context of playing.

- 4) Self development program related to language is organized in learning activity in order to develop language use in the context of playing.
- 5) Self development program related to social and emotional value are organized in learning activity in order to develop sensitivity, attitude, and social skill in the context of playing.
- 6) Self development program related to art value is organized in learning activity in order to develop exploration, expression, and art appreciation from social environment in the context of playing.

#### ***B. Conceptual Framework***

There are two things that need to be considered by the researcher in developing English material. The first, a researcher should know to whom this development will be given to. The second, a researcher has to know what learners need over the material before conducting the development (Nurwahidah, 2017:1).

In this development, the new material would be addressed to early young learners, particularly to early young learners at age 4-5 years old or children who are in the level of kindergarten. This research was purposely done to encourage English lesson in kindergarten in order to provide the basic knowledge and skill of English of the students. In addition, the age of 3 to 5 years is called as the sensitive period or golden moment for children to study a language. It is because they still depend on language acquisition, so

that the process of acquiring new language will be more successful than at later age (Olpińska, 2013) in (Olpińska-Szkielko2015:63),. It is similar to the belief that younger is better(Pransiska,2016:251). Otherwise, the more children grow up, the ability to learn is also increased, but the ability to acquire is damaged (Krashen,2002).

What is needed to do by the researcher after determining to whom the material is addressed is how to present it in a good way. A good material is what can provide appropriate content to the learners. To create an appropriate material for the learners, the researcher needs to conduct need analysis. By doing need analysis, the researcher was able to obtain information related to the need of learners over the material which would be developed. The information could be obtained by analyzing the existing material, consulting various experts and investigating the need directly to the subject. The result of need analysis later would present limitation to the scope for innovations that could satisfy the need of the learners.

Need analysis has actually several concepts of to determine what the learners need, those are: target-situation use analyses, target-situation linguistic analyses, target-situation learning analyses, present-situation analyses, gap analyses, individual-differences analyses, right analyses, classroom-learning analyses, classroom-teaching analyses, means analyses, and language audits. However, among those kinds of analysis, the researcher tends to conduct the classroom-learning analysis to know how the classroom learning situation should be. It refers to examining issues like the selection

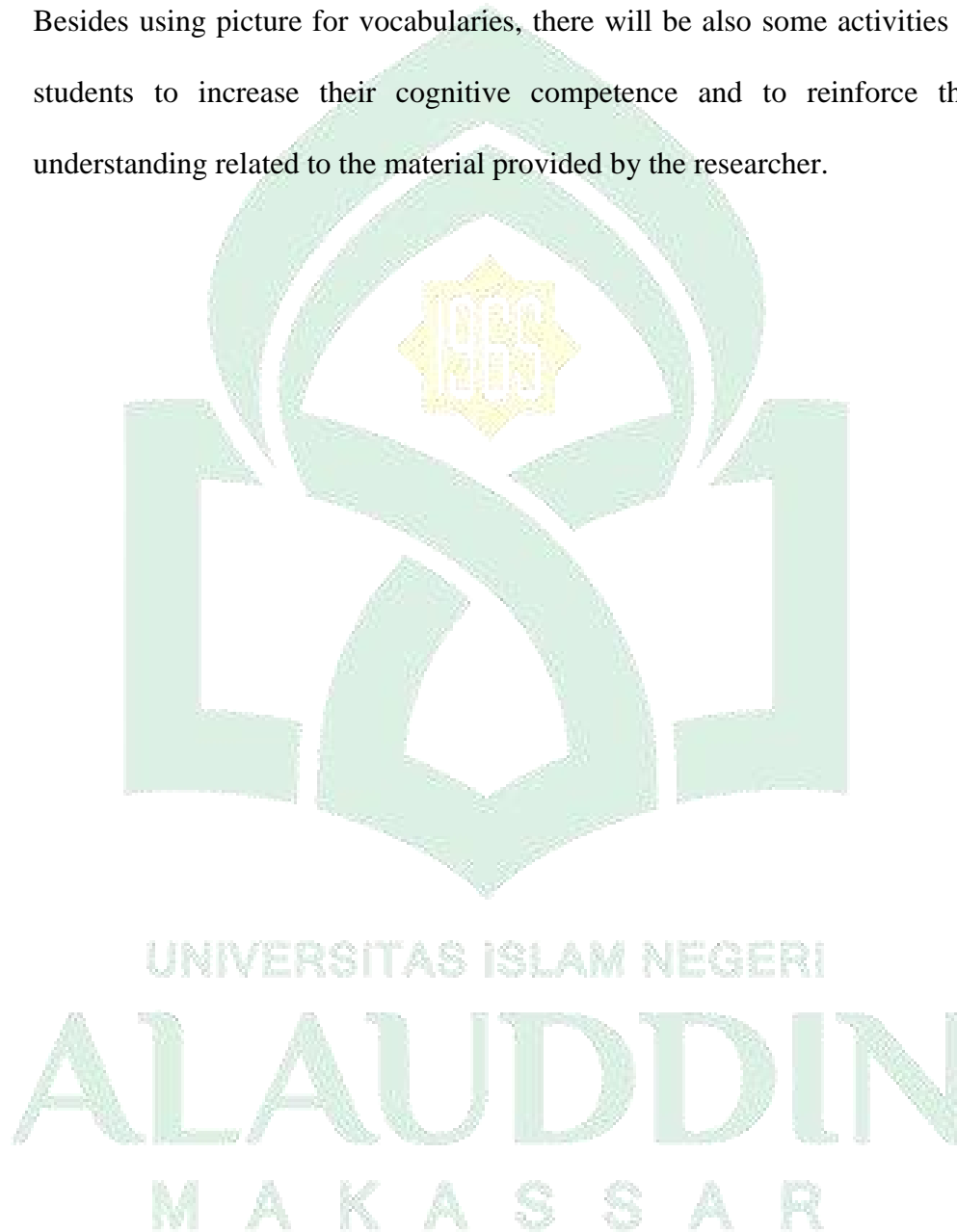


and ordering the course content, the teaching methods which will be used, the kinds of activities that students will work in and the materials that will be given to them (Brown 2016:18). Additionally, there are five principles will be involved to the concept of the material development such as; (1) Materials should achieve impact, (2) Materials should help learners to feel at ease, (3) Materials should help learners to develop confidence. (4) Materials should be useful, and (5) Materials should facilitate learners self investment (Tomlinson 2011). Furthermore, the this research employs the need analysis framework proposed by Dudley-Evan and St. John (1998:125) which consists of eight elements; (1) learners' professional information, (2) learners' personal information, (3) language information about target situation, (4) learners' lacks, (5) learners' needs from the course, (6) language learning need, (7) how to communicate in the target situation, and (8) environment situation.

In the process of developing material, the researcher would focus on "Animal" theme to provide information in the material specifically. It is necessary to engage young learners in various activities and experiences which are based on themes since it can help them to learn about some ideas related to the reality where they are and what things found in their life. (Soni 2015). Therefore, learning through thematic materials is considered as an important thing in case of helping early young learners to relate what they learn with their surroundings.

The material later would include contents such as; vocabularies with colorful pictures, and learning activities. Using pictures to describe an item to

early young learners is an important thing. It is as what Piaget stated in the article of *Boundless Psychology* (2015) that children around age 2 to 7 tend to utilize symbol or concrete thing to recognize words, images, and ideas. Besides using picture for vocabularies, there will be also some activities for students to increase their cognitive competence and to reinforce their understanding related to the material provided by the researcher.



### CHAPTER III

#### RESEARCH METHODOLOGY

##### **A. *Research Methodology***

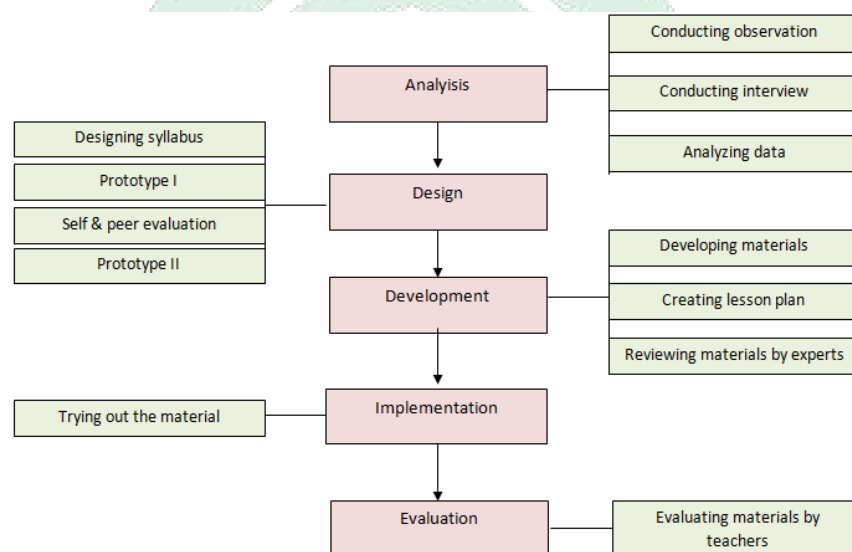
The researcher used R&D which stands for Research and Development. R&D is a name of research designs involving the classroom problems, studying recent theories of educational product development, developing the educational products, validating the product to experts, and field testing the product (Latif, 2012).

According to Borg, Gall, and Gall (2003), Research and Development (R&D) is a process used to develop and validate educational products. The steps of this process are usually referred to as the R&D cycle, which consists of studying research findings to the product to be developed, developing the product based on the finding, testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field testing stage. (Borg, Gall, and Gall:2003)

In conducting the development, the researcher would apply the ADDIE model. ADDIE Model is one of the most common model used in the instructional design field as a guide to produce an effective design (Aldoobie, 2015). In addition, the ADDIE model which stands for Analysis, Design, Development, Implementation, and Evaluation is a term used to present a systematic approach to instructional development, virtually synonymous with instructional systems development, (Molenda, 2003:34), ADDIE is a generic instructional design model that provides an organized

process for developing instructional materials (Shelton &Saltsman 2011:566). This model has more simple phase in developmental process than the other models (Gagne et al (2005) in Ngussa (2014:4),

ADDIE model is designed for the learners to reach the goals and objectives of the course or syllabus. It provides the evaluation phase of the materials. It also presents simple procedures to design and develop the tests.



**Figure 2 : ADDIE Model**

### ***B. Research Subject***

In accordance with the problem, so the subject of this research is kindergarten students who are in the stage of early young learners. Specifically, there were 20 participants. In addition, there were also the other additional research participants taking a part in order to conduct need analysis. Therefore, this research employed multiple data sources by involving learners and teachers of PAUD Terpadu Joy Kids and experts.

1. Students (Target Group) : 20 students of PAUD Terpadu Joy Kids would be analyzed, be involved in informal interview and implementation phase.
2. Teachers (Audience) : 1 teacher of PAUD Terpadu Joy Kids would be the main source in interview for need analysis. The teacher would also help the process of implementation and evaluation.
3. Experts : 2 experts would check and revised the product due to make sure the appropriateness of the materials.

### ***C. Research Instrument***

In gathering data for this research, there were three instruments that would be used by the researcher such as interview guideline, documents (syllabus and the existing material), and evaluation or validation checklist.

1. Interview would be conducted to obtain information of learners' need .

The contents of interview guideline were related to the learning needs of students over the theme, students' characteristics, the barriers of the English teacher in delivering the materials, students' motivation in learning English, and teachers' willingness to teach English for the students. Furthermore, the interview guideline would also be given to obtain teachers' judgement after finishing and applying new material. To create the interview guideline, the researcher would be based on the need analysis framework by Dudley-Evan and St.John (1998:125)

2. Documents (syllabus, lesson plan from PAUD Terpadu Joy Kids and the existing material) would be used as supporting references in developing new material.
3. Evaluation or validation checklist would be distributed to expert after the material had been created and reviewed by the researcher himself along with the team in order to make sure the validity of the product

**Table 1.** The organization of the evaluation checklist

Aspect	Indicator	Items
The relevance of the material (Tomlinson, 2013)	<ol style="list-style-type: none"> <li>1. The appropriateness of the material for childhood education in introducing English</li> <li>2. The appropriateness of the material toward the students' need</li> <li>3. The appropriateness of English material toward the age of students</li> </ol>	1-3
The thematic material to introduce "Environment" in English (Soni, 2015)	<ol style="list-style-type: none"> <li>1. The appropriateness of Environment theme for childhood education</li> <li>2. The Environment theme as a part of students' interest</li> <li>3. The influence of Environment theme for students' English learning</li> </ol>	4-6
The learning activities in the developed material (Soni, 2015)	<ol style="list-style-type: none"> <li>1. The variety of activity in the developed English material</li> <li>2. The influence of English material toward students' active participation</li> <li>3. The influence of English material for students to practice English</li> </ol>	7-9
The skill and the competence in the developed material (Suyanto, 2007)	<ol style="list-style-type: none"> <li>1. The influence of English material toward students English skill development</li> <li>2. The influence of English material to provide thematic vocabulary</li> </ol>	10-11

Teachers' role toward the developed material (Tomlinson,2013)	<ol style="list-style-type: none"> <li>1. The use of the developed material as teaching reference for teacher</li> <li>2. The easiness of English material to be used by the teacher</li> <li>3. The use of English material in evaluating students skill development</li> </ol>	12-14
The learners' role toward the developed material (Tomlinson, 2013)	<ol style="list-style-type: none"> <li>1. The influence of English material in students' social interaction</li> <li>2. The influence of English material in creating interactive condition in the classroom</li> </ol>	15-16
The existing of self development program in material (Permendikbud, 2015)	<ol style="list-style-type: none"> <li>1. The appropriateness of English material the whole aspect in childhood education curriculum</li> </ol>	17
The appearance of the developed material (Piaget in Boundless Psychology,2015)	<ol style="list-style-type: none"> <li>1. The attractiveness of the developed material for students</li> <li>2. The appropriateness of the input (picture, vocabulary, activity) for students</li> <li>3. The encouragement of the input for students to learn English</li> </ol>	18-20

#### ***D. Data Collection Procedure***

In collecting the data, the researcher would begin with the process as follows:

1. The first was conducting need analysis in order to develop appropriate material for the learners. The process of need analysis was done by using interview guideline which would be addressed to the teachers as main informant. In addition, there were some documents which would be analyzed to see the characteristic of students learning material. The data obtained from interview and analysis would be analyzed and



involved additional references such as syllabus and the existing material which would be inventory need.

2. The second process was continued by designing syllabus based on the inventory need and it would become the prototype I.
3. The third was developing material and creating lesson plan based on the syllabus and the material which had been created in the previous phase and the result would be evaluated by self and peer evaluation.
4. Then, it was brought to the expert I and expert II in order to prove the validity of the product.

#### ***E. Data Analysis Technique***

There are two kinds of data in this research those are qualitative and quantitative data. The qualitative data was obtained from the result of interview and the quantitative data was gained from the result of the review and evaluation or validation checklist. The process of analyzing these data can be seen as follows:

##### **1. Qualitative analysis**

There are three steps to analyze qualitative data based on Mills and Gay (2016). It can be seen as follows:

##### **a. Reading/Memoing**

After gathering data from the interview and some field notes obtained from the experts, the researcher should read the data. It was purposely done to understand and comprehend all the information in case of obtaining an initial sense of the data. It was also possible if

there was data that would be reduced since the researcher would consider which data or information was needed.

### **b. Describing**

It is a part where the researcher described the data or information gained from analysis, interview, or field notes. It is also necessary for the researcher to make sure if she or he had understood well after reading phase since the data would be deeply described.

### **c. Classifying**

Classifying is a process of breaking down the data into smaller units by dividing the theme of the data. It is done to give an understanding for the researcher over each data.

## **2. Quantitative Analysis**

The data which analyzed quantitatively was the result of review and validation checklist from the experts and the team to show the evaluation result of the product. Each response of the statement consist of “yes or no” answer. The result total of response would present the quality of the product which was described in one of five ranges, namely

$$P = \frac{f}{n} \times 100\%$$

**Figure 3. Score Formula**

Symbols :

P = Presentation

F = The Frequency of The Responses

N = The Ideal Score Total

100 % = Constant Number

The data from the review and evaluation checklist would be converted to computation result by using SPSS to count the frequency of the data obtained from the expert and teachers. The mean scores of respondents' perception were then described by the following scale:

**Table 2. Rating Scale**

<b>Grade Scale</b>	<b>Verbal Scale</b>
81-100	Very Good
61-80	Good
41-60	Sufficient
21-40	Bad
0-20	Very Bad

Source : Sugiono, 2012, p.95

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

The findings and discussion were elaborated based on the with the research questions. They were presented based on the design model of ADDIE. However, the implementation phase was not included. They can be seen as follows:

#### ***A. Students Need Over the English Printed Material on Theme of Animal for Early Young Learners***

The first step conducted by the researcher is Analysis. It is the process where the data are collected, selected and processed. In this research, the researcher will collect the data based on the systematic of brown(1995) in Kaharuddin (2018). There were three steps such as; (1) making basic decision about the need analysis, (2) gathering information, and (3) using the information.

##### **1. Making Basic Decision About The Need Analysis**

Before conducting the need analysis, the researcher would decide some components to support the process of need analysis. The component involved the people who would take parts in this research, the types of information that would be gathered and the point of view that should be presented.

##### **a. Target Group**

Target group refers to group of people who present information needed and whom this development conducted for. In this researcher the target group was 20 students at PAUD Terpadu Joy Kids Makassar.

### **b. Audience**

Audience is a person whose information would be the main information in research since they he/she involved during the learning process. There would be 2 teachers as the audiences in this research.

### **c. Expert**

Expert is a reliable person who has special skill and knowledge on a particular field that will support the researcher. There would be a lecturer from English Education Department and a lecturer from Early Childhood Education as the expert. They would help by examining and revising the material developed.

After deciding the people who would get involved, the researcher would construct the instrument used for the need analysis. The process itself would be in form of interview. Hence, constructing the interview guideline was necessary. There were three points considered by the researcher in creating the guideline such as;

#### **a. Classroom-Learning Analysis**

Classroom-Learning Analysis refers to analysis how the learning process conducted. It involved the selected course content and its order, teaching method that was applied and the activities that would attract the students, and the material that would be provided.

### **b. Objective Need**

Objective need refers to the topic selected based on students' need. This point will be asked by the researcher in order to be easy in developing topic for the material.

### **c. Learning Process**

Learning process refers to how the students learn the English material.

After considering three points above, then interview guideline was constructed. After that, it would be validated to the validator. When, it had been valid the interview would be conducted.

## **2. Gathering Information**

### **a. Interview**

In this phase, the researcher used the interview guideline that had been validated by the validator in order to gain the data about the students need toward the English material developed by the researcher. The interview section was done with the teacher as the main interviewees as the students were still not able to identify their need in learning. The interview guideline used by the researcher included 15 questions which covered the framework of need analysis devised by Dudley-Evan and St. John (1998, 125). The framework can be seen as follows

- 1) **Professional Information** is related to the objective of the English material provided to the students

- 2) **Personal informaation** points to the elements which affect the English learning of the students.
- 3) **Language information** refers to the current condition of students' English skill
- 4) **Learners' Lack** is related to the interspace between students' English proficiency and the target language.
- 5) **Learners' need** points to what the students need to learn toward the English material
- 6) **Language learning need** is related to the learning activities which will invite students to learn English.
- 7) **How to comunicate to the target language** refers to the way of the language is used in target situation-linguistic analysis, discourse analysis, and genre analysis.
- 8) **Environmental situation** points to the situation of place where the learning will be ran

#### b. Document Analysis

In this research there were four documents involved such as the existing learning material, syllabus, weekly lesson plan (RPPM) and Daily Lesson Plan (RPPH). All the documents provided data of what material and how the material presented. Moreover, they also presented the learning goal. All the data were expected as the supporting data for the researcher.

### **3. Using The Information**

The information which had been collected from need analysis process would be used to begin the design phase. The information consisted of two kinds of data namely from the interview section and the analysis of school documents such as syllabus, lesson plan, and the learning magazine itself (Citra TK).

#### **a. The Data from Interview Section**

The information obtained from needs analysis process became the basic information in developing syllabus, material, and teaching strategies. After the researcher obtained the data from conducting interview with teacher, the data is presented in the form of interview transcripts.

##### **1) Professional Information**

Professional information was the first part asked by researcher. In this activity, the researcher asked two professional questions. The first question was asked to find out whether English should be taught in kindergarten. Meanwhile, the second question was asked to find out how English was introduced to students if it was actually given in kindergarten.

The results of interview with teachers showed that English is not a compulsory subject in kindergartens. It was only given as an interlude and



introduced to provide basic knowledge to students. The interview transcript can be seen as follows:

- a. R : *Do you think English is neccessary to be taught in kindergarten?, Could you please give the reason?*

T : *Actually, it's important to teach English in kindergarten. However, it's just not easy to teach them a new language at their current age. Therefore, we teach them English as an interlude so that they will have basic knowledge of it.*

Because English was an interlude, the material was presented as simple as possible where the students were introduced to some theme-based vocabulary so that the students can easily understand the English material being taught. The interview is presented below:

- b. R : *How is the process of introducing English in PAUD Terpadu joy Kids?*

T : *We teach students by introducing them English vocabulary according to the theme.*

## **2) Personal Information**

In this part, the researcher intended to know things which were related to the personal side of the students when they learned English. The result of the interview indicated that the students are quite interested

in the learning process. They looked active to ask and gave response though sometimes they also felt bored. The transcript can be seen as follows:

a) R : *How is the response of the students when they learn English?*

T : *Students were seemed active in following the process of learning English.*

The second questions of this part, the researcher found that English was taught during the students learn. It was not given in a specific time. It just came out along with the other material taught. The transcripts can be seen as follows:

b) R : *How long is the duration of English class in PAUD Terpadu Joy Kids?*

T : *Because English is presented as an interlude, we do not have special time for English classes. However, we usually introduce English in the middle of the learning process which starts at 9 am and ends at 11.*

### **3) Language Information**

In this question, the researcher intended to find out information of the extent of students' skills and understanding of English. Based on the interview it was found that the students were not taught about all the skills in English. They were only introduced the way of English vocabulary mentioned correctly.

a) R : *To what extent is the English skill of the students in PAUD Integrated Kids?*

T : *Students' abilities are still limited because we only introduce them to a few words and say the words correctly so they only know the sound of a word and how it is pronounced.*

In addition, the students also were not able to use the vocabulary. It was caused by the material used. it only provided them vocabulary and way to pronounce the word.

b) R : *How is the vocabulary comprehension of the students in PAUD Integrated Kids Joy?*

T : *They are not too deep for the level of mastery of vocabulary.*

#### **4) Learners' Lack**

After interviewing the teacher, it could be concluded that during the learning process students got bored easily. Unattractive material could be the reason that made the students have less enthusiasm when learning English. This condition then had an impact on the learning process in which it became ineffective. The transcript can be seen as follows:

a) R : *What is the difficulty of the students in PAUD Terpadu Joy Kids when they learn English?*

T : *During the class, I think our students have difficulty learning so they get bored easily with material that is not interesting to him even though it is something new at their age.*

#### **5) Teachers' characteristics**

In this part of the interview, we found information that teachers in PAUD were not all graduated from English Department in which it

affected their skills in teaching English. Teachers prefer to teach general English material that was more familiar to be taught to students. Sometimes, teachers had problems in teaching vocabulary pronunciation to students. The transcript is presented below:

a) R : *What is the difficulty experienced by the teacher in teaching English?*

T : *There are only three teachers in this kindergarten. It includes myself. However, there is only one teacher who graduated from the English Department of Education. while he cannot teach English here every day.*

#### **6) Learners' Need**

In this part of the interview, the teacher explains that they had used syllabus based on the curriculum applied to the learning process in kindergarten. A variety of themes existed in the syllabus, one of which was Animals. The transcript is presented below:

a) R : *Is the theme of Animals appropriate material for the English learning and teaching program?*

T : *Yes it is since it is one of the themes included in our school syllabus.*

In addition, teaching English for the students at kindergarten is expected to enhance their English vocabulary. They were expected to know and even use it in a simple sentence form. The transcripts can be seen as follows :

b) R : *Then, what is the students' achievement expected from the English learning program?*

T : *Since they are still young and their good ability to absorb and imitate things, so that throughout the learning process, we expect that students are capable of knowing and mentioning various words in English well. Even we expect that they can use it.*

### 7) Language learning need

In this part, the teacher explained that she as a teacher had tried her best to introduce English to students. An active learning activity is a learning activity which involves the students and considers student's characteristics. Specifically, it consists of some aspects such as morality, religion, language, cognitive, and art. The transcript can be seen as follows:

a) R : *How is the learning activity of English given in PAUD Terpadu Joy Kids?*

T : *During the learning process, we guide our students to learn by doing. We prefer to teach them in that way since it is still difficult for them to learn only by listening to the teacher. The learning process still based on the aspect of morality, religion, language, cognitive, physical and art.*

In addition, during the interview teacher also gave her expectation toward the English material for the students. Material should be able to

encourage students to learn. By considering their characteristic that is really active, so that the material should contain various active and interesting activities.. The transcript is presented below:

b) R : *How is the English learning activity expected to be given in PAUD Terpadu?*

T : *I expect for an interesting and effective English material for the students. A material that is able to keep students' interest and enjoyment during learning process. Although the material developed in many kinds of activities but the most important, it should give impact to students.*

Furthermore, another characteristic of students which they are quite easily get bored, hence the teacher expect that the material should be attractive, it can be full of color, picture, and activities.

c) R : *How is the design of English material for kindergarten students?*

T : *Since the students easily get bored therefore material given should be interesting. Adding picture and color could be good choice for them*

## **8) Environmental Situation**

Asking the teacher about the supporting media in learning process, the researcher knew that PAUD Terpadu Joy Kids had some facilities which were usually used for helping teacher in teaching the students such as learning magazine, picture, mini sound speaker, realia, and the other supporting tools. The existing of the media and tools was also used by

the students in learning time in order to encourage their motoric skill. In addition, The class was designed as the researcher had seen in early analysis in which the school was full of color with the facilities above, so that the students could feel at ease in learning as it was just playing.

a) R : *Is the facility provided in PAUD Terpadu Joy Kids support English learning activity?*

T : *We provide some facilities as you can see around here (school), there are some learning toys. We have also mini sound speaker, realia, and the other supporting tools. All of these things help us as a teacher in giving explanation to the students, and then the students usually work with supporting tools in learning activity such as coloring and cutting.*

Moreover, during learning process, teacher not only provides students good material, they also utilize some facilities from school which is really helpful. It may help teacher to keep students' interest as well as facilitate students to understand the lesson

b) R : *How is the use of learning facility in teaching English at PAUD Terpadu Joy Kids?*

T : *As I have said, the existing of learning media and tools is crucial to provide clear explanation of something to the students and the students also can easily to improve their motoric skill by studying with learning toys and the other tools.*



## b. The Data from Documents Analysis

In collecting data of students need, the researcher also obtained data from document analysis. The documents consisted of learning magazine (Citra TK), syllabus, weekly lesson plan (RPPM), and daily lesson plan (RPPH).

### 1) Learning Magazine (Citra TK)

Citra TK is learning magazine utilized at PAUD Terpadu Joykids which is designed based on curriculum of 2013. It has some various theme which presents in Bahasa. Each of learning activity is designed to support students development through integrating some aspects. They include morality and religion aspect, social and emotional aspect, cognitive aspect, linguistics aspect, physical aspect, and art aspect. Moreover, each aspect presents various activities that intend to achieve a particular goal for instance an activity that intends to develop students' creativity in drawing and coloring



**Picture 1:** The Cover of Citra TK

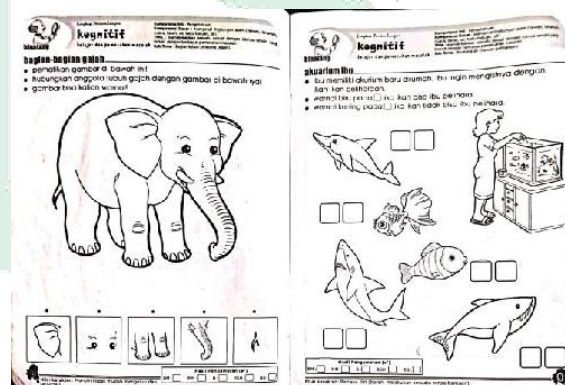


**Picture 2:** English lesson





Picture 3: The First Page of Citra TK



Picture 4: Students' activities inside Citra TK

Based on the analysis, the research concluded that the content chosen should contain basic lesson such as alphabet, number, vocabulary and simple sentence. Besides, adding drawing, coloring and making craft might stimulate students' creativity. In addition, providing coloured pictures would attract students' interest.

## 2) Syllabus

PAUD Terpadu Joy Kids Makassar use syllabus based on national curriculum for Early Young Learners. Syllabus consists of learning plan for one year that is divided into two parts such as even and odd semester. In designing syllabus, each semester consists of some themes, all themes has some themes subs. It takes one week to teach one theme and theme subs.

**PROGRAM SEMESTER**  
**TAHUN PELAJARAN 2016-2017**

TAMAN KANAK-KANAK JOY KIDS  
KELOMPOK USIA : 5-6 TAHUN  
SEMESTER : I (Satu)

NO	KOMPETENSI DASAR	TEMA/SUB TEMA/SUB-SUB TEMA & ALOKASI WAKTU																
		DIRIKU				KELUARGAKU				LINGKUNGANKU				BINATANG				
		IDENTITAS	TUBUHKU	TUBUHKU	LESAKANKU	ANGGOTA KELUARGA	PERUSAHAAN	RUANG	SEROLAH	ISKOLAH	ISKOLAH	ISKOLAH	ISKOLAH	ISKOLAH	ISKOLAH	ISKOLAH		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
3	3.1. Mengenal kegiatan beribadah sehari-hari		✓		✓		✓											
	3.2. Mengenal perilaku baik sebagai cerminan akhlak mulia				✓		✓		✓								✓	
	3.3. Mengenal anggota tubuh/fungsi	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

**Picture 5: Kindergarten Syllabus**

After analyzing the syllabus, the researcher should has one theme as the topic of the whole developed. A theme should not be combined with another theme because each theme has its theme sub and theme sub also has sub. Therefore, the researcher intended to develop only a theme regarding the limited time.

### 3) Weekly Lesson Plan (RPPM)

Teacher utilize weekly lesson plan in conducting learning and teaching process at PAUD Terpadu Joy Kids Makassar. It is utilized as guidance to deliver a material every week. There are some theme subs provided for the students and each theme sub has activity that will be conducted by the students



Picture 6: Weekly Lesson Plan (RPPM)

Based on the analysis, the researcher concluded that learning by doing and playing was the characteristics of students' activity at PAUD Terpadu Joy Kids Makassar. The students participated well since they felt comfortable

#### 4) Daily Lesson Plan (RPPH)

Teachers at PAUD Terpadu Joy Kids Makassar used daily lesson plan to know the organization of learning process in a day. They do not only use weekly lesson plan but also use daily lesson plan. It provides material more specifically. It also provides some indicator of learning achievement, learning source and media as well as arranged learning activities

Based on daily lesson plan analysis, the researcher concluded that the learning process applied was scientific learning. In the learning process the students were asked to analyze, ask and sum up informations

## Rencana Pelaksanaan Pembelajaran Harian <P-P-P-H>

Kelompok /usia : B /5-6 Tahun  
 semester / minggu : I / X IV  
 Tema /sub-tema /sub-sub Tema : Binatang /Binatang di datar /Ayamku  
 Hari /Tanggal : Senin, 28 Oktober 2019

### Kompetensi Dasar <KD>

1.1, 2.7, 3.3 - 3.4, 3.6 - 4.6, 3.8 - 4.8, 3.10 - 4.10, 3.11 - 4.11, 3.12 - 4.12, 3.15 - 4.15

### Indikator pencapaian pembelajaran

Beberapa indikator pencapaian pembelajaran pada kegiatan ini, antara lain:

- Anak menyebutkan macam-macam warna bulu ayam
- Anak mengangikan lagu "ayamku" sesuai iramanya
- Anak melakukan gerakan sesuai syair lagu
- Anak menceritakan gambar yang dibuat
- Anak menyebutkan urutan lambang bilangan dan menulis tulisan 1-10

### Media dan sumber belajar

- Ayam dikandang, kartu angka, gambar macam-macam ayam

### Langkah kegiatan

#### I. Pembukaan ± 30 menit

- Berdoa, salam
- Gerak dan lagu "ayamku"
- Bercakap-cakap membekalkan ayam besar dan ayam kecil

#### II. Inti ± 60 menit

##### A. Mengamati

- Anak mengamati gambar kandang ayam

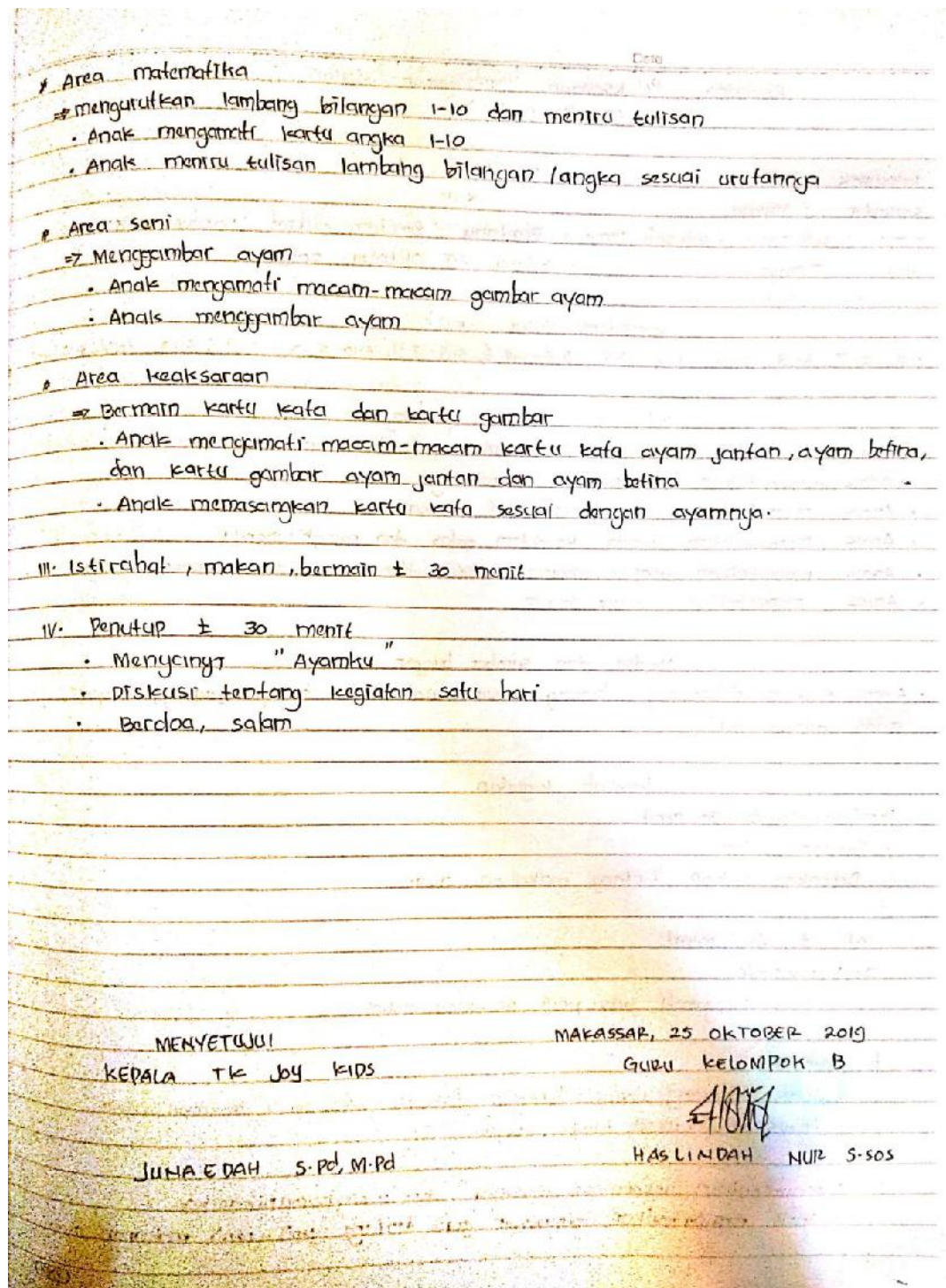
##### B. Menanya

- Anak didorong untuk bertanya tentang gambar kandang ayam
- Anak melakukan tanya jawab

##### C. Mengumpulkan informasi, menalar dan mengkomunikasikan

- Anak memperhatikan penjelasan guru tentang gambar kandang ayam





Picture 7: Written Daily Lesson Plan

### c. Reviewing Need Inventory for The Linguistic Need

The linguistic need of students was concluded by analyzing the learning ability and the learning priority. The researcher gathered these two information from the interview result.

#### 1) Learning Ability

The learning ability of the students could be found from the interview result point 3 (language information). The data showed that the students' ability related to English was still very basic, particularly dealing with vocabulary.

#### 2) Learning Priority

Since the ability of the students was based on the vocabulary, then the researcher identified students' learning priority in kindergarten in order to adjust the vocabulary to the other material which primarily learned by the students. Based on the interview result point 6 (learning need) and the result of documents analysis, it could be found that the learning priority of the students was vocabulary, number, simple sentence, and art activity.

**Table 3. Students' Learning Priority**

Vocabulary
Number
Simple Sentence
Art

#### **d. Reviewing Needs Inventory for Learning Need**

The researcher collected the data from the need analysis result to collect the inventory need for the learning need of the students. In identifying the learning need, it should be recognized the learning problem, the students' learning preference, and the learning style.

##### **1) Learning Problem**

According to the result of the interview result point 4 (Learners' Lack) and the analysis of the existing material, the students in PAUD Terpadu Joy Kids Makassar found the difficulty in learning English related to the caused as follows:

**Table 4. Students' Learning Problem**

The students had less reference for English activity
The students had less reference for thematic vocabulary
The students were easy to get bored in uninteresting material

##### **2) Students' Learning Preference**

Based on the interview result point 7 (Language Learning Need), the students at PAUD Terpadu Joy Kids Makassar had preference in learning process which were learning in a situation where they could feel as it was playing. In addition, the students preferred learning by using attractive material such as colorful worksheet with picture in it.



### 3) Learning Style

Dealing with the students' learning preference, the researcher then classified the possible learning styles which can be provided for the students at PAUD Terpadu Joy Kids Makassar during the process of introducing English material. The overall learning style can be seen as follows:

**Table 5. Students' Learning Style**

Learning through playing
Learning by picture
Learning by video
Learning by audio
Learning through interesting material

#### ***B. The Design of The English Printed Material on Theme of Animal for Early Young Learners***

According to ADDIE model, after analyzing and collecting information from both interview and document analysis the researcher came to the next step that was designing syllabus and prototype. In this phase the researcher began to design by managing data obtained from the previous phase. It would consist of course content and the sequence of performance.

In addition, determining what syllabus to design was also necessary. In this research, the researcher would design syllabus based on kindergarten curriculum, the aspects which should be considered were as follows

1. Arranging list of themes for one semester
2. Deciding time allocation for each theme
3. Deciding basic competence (KD) for each theme
4. Choosing, organizing, and ordering themes based on the principles below:
  - a. Themes are chosen from what exists in children's surrounding.
  - b. Themes are arranged from the easiest one to the most complicated one.
  - c. Themes are chosen based on children's interest.
  - d. The scope of themes includes the whole development aspects.

Broading themes into some subs.

#### 5. Learning Goals

Learning goal refers to students achievement after learning the developed material. the developed material was constructed based on the result of need analysis and curriculum at PAUD Terpadu Joy Kids.

Theme based material that would be developed was "animal " theme concerned on theme sub of " My chicken" . Then, the learning goals include not only linguistic aspect but also the other aspects in kindergarten curriculum such as morality, religion, cognitive, physic, art, and social & emotional.

## 6. Learning Priority

The learning priority in the syllabus of the material developed here focuses on reinforcing students' English vocabulary. The vocabulary is emphasized in every learning activity and is specified to the sub theme that is "My Chicken"

## 7. Activity

Activity refers to what students do and how students acquire the knowledge on learning process in achieving learning goal. In this research, the researcher expected that the activity provided was able to support students in recognizing and acquiring English vocabulary. The activities were classified based on aspect of needs in kindergarten curriculum

**Table 6 : Prototype Syllabus**

Theme/ Sub of Theme	Basic Competence	Indicator	Learning Activity	Media/ Learning Source	Evaluation	Duration
<b>Animal</b> "My Chicken"	<p><b>3.6</b>Recognizing things around people (name, color, shape, size, pattern,characteristic, sound, texture and others.)</p> <p><b>4.6</b>Conveying things around people (name, color, shape, size, pattern, characteristic, sound, texture and others) through the creation.</p>	<p><b>3.6.1</b>Identifying life cycle of chicken</p> <p><b>3.6.2</b> Identifying various sounds of animal</p> <p><b>4.6.1</b>Counting things</p>	<p><b>"Chicken Life Cycle"</b> Students are showed picture of chicken life cycle and listened to its explanation by teacher</p> <p><b>"Singing"</b> Students are asked to listen and sing an English Song related to animal</p> <p><b>"Counting Things"</b> Students are asked to count in order to find out the amount of chickens</p>	<ul style="list-style-type: none"> <li>• Learning material</li> <li>• Pictures</li> <li>• Realia</li> <li>• Teachers voice</li> </ul>	Observation	60 m

### ***C. The Development of English Printed Material on Theme of Animal***

After designing the syllabus, the next phase was developing the material. in this phase, the researcher would make lesson plan and learning activity based on the syllabus. There are some procedures in developing the material as Jolly and Bolitho (2011:113) stated in Tomlinson (2013) such as:

#### **1. Identifying Students' Need over The Material**

To develop the material, it is necessary to identify student's need. in this research, an interview with the teacher at PAUD Terpadu Joykids had been conducted. The result was the information about what students need. besides the interview, there were also weekly lesson plan and daily lesson plan as the supporting data .

#### **2. Exploring Students' Need**

After the data of students need were gathered , the researcher elaborated the data then classified them. It would facilitated the researcher in determining learning priority which would be the gist of the developed material pembelajaran yang akan menjadi focus dalam materi yang dikembangkan.

#### **3. Contextual Realization of Material**

After determining learning priority from the developed material, the researcher had to consider the suitability between learning situation in the class and the context of the developed material. it referred to how the

teacher delivered the material and learning culture of students so that the material were appropriate and effective to apply.

#### **4. Pedagogical Realization of Material**

The next phase was the researcher needed to consider the use of the developed material for teacher so that the researcher needed to provide instructions that were easy . Moreover, it should be comfortable for teachers to use.

#### **5. Production of Material**

The last phase was producing the material where the researcher constructed the material by considering some aspects and design. After analyzing students need, the researcher would develop the material under the title “Animal” along with the sub “My schicken”. In this material, it would emphasize of introducing english vocabulary based on theme. Learning activity was also based on some aspects such as morality and religion, social emotional, cognitive, physic-motoric, language and art. All the aspects could be seen as follows:

##### **a. Morality and Religion**

One of the regulation in young learner education is morality and religion aspect (Permendikbud, 2015). This would guide the students to understand moral and religion value contained in their learning activity.

In the interview of analyzing students need, the teacher of PAUD Terpadu Joykids explained that generally morality and religion aspects

were not conducted directly. It was conducted during the learning process or even during their playing times instead.

### **1) Coloring**

In this activity, the students were provided the Asmul Husna along with the meaning in English as the morality and religion aspect. The researcher showed one of the Asmaul Husna presented in Arabic with a huge size. It had the meaning on it in English. Moreover, there was also the meaning that could be obtained by applying the Asmaul Husna. In this activity the students were asked to give colour on the Arabic letter. The researcher provided uncolored picture so that the students would be attracted to colour it.

### **b. Physical-Motoric**

Based on (2015), physic and motoric aspects involved a learning activity that would encourage the students in improving their kinesthetic movements. This aspect referred to ability to use their part of body. Therefore, the researcher developed the material that would involve their part of body during the learning process. the researcher then provide them this kind of activity:

#### **1) Cut and Stick**

In this activity, the students were given part of chicken that were separated one another. The students were then asked to match the picture with the others so that the picture of chicken would be complete. However, before match the picture, the students needed to

cut and match them. Besides, the researcher also provided the vocabulary of each picture so that the students also could understand the picture and its vocabulary in English.

### **c. Cognitive**

In learning process, cognitive aspect would stimulate the students to use and improve their thinking skill. Therefore, the researcher provided the students learning activity that required students thinking skill in solving the problem based on the instructions given. The activities could be seen as follows:

#### **1) Word Spelling**

In this activity, the students listened to a word in English mentioned by the teacher. Then, students would imitate what they listen to. The researcher would take some parts of the chicken then spell it while the students would follow the teacher. Besides, the researcher also provided the way to spell the words so that the teacher could do it easily and avoid mistakes.

#### **2) Chicken Life Cycle**

In this activity, the students were showed the picture of chicken life cycle by listening to teacher explanation. After that, the students would ask to identify how the chicken grows up.

#### **3) Counting Things**

In this learning activity, the researcher provided some pictures related to chicken with various amount. Then, beside the picture there

are some numbers written. The students were asked to count and make sure to answer correctly by connecting the line of their answer to form the number. The teacher could guide the students to mention the answer together. This activity provided to introduce number in English and how to pronounce it and improve their thinking skill.

#### **4) Arranging Letters**

In this activity, the researcher provided unscrambled parts of chicken's body, and the students are asked to fill the blank column beside the picture by adjusting the name of parts of chicken's body. In addition, below the pictures, there are several columns contained unscrambled letters which the students need to arrange the letters into the correct words.

This activity is given to the students to improve their vocabulary related to the chicken's body.

#### **5) Matching**

In this activity, there is a list of things with different total in the left side of the worksheet and there is also a list of numbers in the right side of the worksheet. Here, the students should match the things to the appropriate number that shows its total by making connecting line.

In another activity, there are some cards contained pictures regarding to chicken including its name in both English and Bahasa. The researcher made this card in order to give an opportunity to the students to learn through playing with. The cards and the labels should



be cut, then the students can start to match every picture on cards with its appropriate label.

These two activities will surely engage the students in developing their cognitive aspect.

#### **d. Social Emotional**

According to the information from the teacher of PAUD Terpadu Joy Kids Makassar, the social and emotional aspect are usually not given in exercise, but is analyzed directly through the learning process. However, the researcher kept providing the exercise to stimulate students understanding to these aspects.

##### **1) Is this Good or Bad ?**

In this activity, the researcher served pictures in which contained the illustration of good and bad attitude. Here, the students will listen to teacher's instruction to this activity, and they start to do the exercise by giving checklist sign to the good attitude and cross sign to the bad attitude. By having this activity, the students are expected to understand how to behave well and to avoid bad attitude.

#### **e. Language**

Language aspect refers to students' ability in using language skill. Hence, the researcher has prepared learning activity intended to encourage the students to recognize sound and words. Moreover, it intends to stimulate students to speak and even write simple words.

### 1) How to say ?

In this activity, the students are showed several pictures related to the chicken. Here, the teacher will mention each part of the chicken. After saying one by one, the students need to repeat it. Both teacher and students will do it to all the pictures. This activity has a purpose to introduce vocabulary to the students.

### 2) What is this ?

In this activity, the researcher provided pictures related to the chicken and the students need to give number on that picture by matching the word below the picture. In another exercise, there is a worksheet which shows pictures of chicken including its label written in disconnected lines. Here, the students should connect the lines, so that the words can be seen clearly. These two activities are expected to develop students' language aspect.

### f. Art

The last aspect is art. It has an objective to give opportunity to the students to express their creativity and to build up their confidence.

### 1) Singing

In this activity, the students are given lyrics of an English song that contains of vocabulary related to chicken. Then they will listen to the song and looking at the lyrics after that the teacher will replay the song and all the students are asked to sing together.

## 2) Coloring

In this activity, the researcher served the uncolored picture of chicken. Every part of the chicken is given the sign to instruct what color should be in that part. Then, above the picture is put the colors including its name. Here, the researcher did not put the name of the color in Bahasa since the students can detect the meaning through the color. By giving this activity, the students are expected to recognize the color in English.

### *D. The Evaluation of English Printed Material on Theme of Animal*

Based on the ADDIE model, this is the last phase that should be conducted by the researcher. It is a necessary part since it will evaluate the product and decide if the material has been ready to be used in the target place. There were three kinds of evaluation that the researcher conducted, those are self evaluation, peer evaluation and expert evaluation. Besides, evaluation checklist was used as the instrument to evaluate the product.

#### **1. Self-Evaluation**

The researcher has developed the English material for students in PAUD Terpadu Joy Kids Makassar with the main theme “Animal” and the sub of theme “My chicken”. This theme had been chosen after the researcher conducted need analysis through the interview and document analysis. Thus, the researcher was sure that the developed material has been through the process of data collection.

## 2. Peer Evaluation

Peer evaluation is one of the types of evaluation in determining the product based on Hutchinson and Water (1987), this evaluation is able to help the researcher in evaluating the developed material. This material will be evaluated by four researchers. They would evaluate it regarding the theory and aspect by using validation checklist. It consisted of some aspects such as identify the relevancy of the material, the thematic material, the learning activities, the skill and competence, the teachers' role toward the material, the learners' role toward the material, the existing of self-development program, and the appearance of the material would be.

The result of this evaluation, the first researcher suggested that the material should be re-arranged the learning activity. It was crucial so that the material might attract the students in recognizing the English vocabulary related to "My chicken". Besides, for each worksheet the aspects, main competence and basic competence should be displayed. Moreover, it would be better to add various activity and vocabulary.

While the second researcher suggested to consider the title on each learning activity. In addition, it would be better for the researcher to check all the aspects on the material. For the third researcher, it was suggested that providing main competence and basic competence would facilitate the teacher in finding out that students achieve. While the last researcher suggested to add more appropriate activity and ensuring the

appropriateness of the material to cover basic competence and the indicator.

**Table. 7 Peer Evaluation Result**

Aspect	Indicator	Items
The relevance of the material (Tomlinson, 2013)	1. The appropriateness of the material for childhood education in introducing English 2. The appropriateness of the material toward the students' need 3. The appropriateness of English material toward the age of students	30 30 0
The thematic material to introduce "Environment" in English (Soni, 2015)	1. The appropriateness of Environment theme for childhood education 2. The Environment theme as a part of students' interest 3. The influence of Environment theme for students' English learning	40 30 30
The learning activities in the developed material (Soni, 2015)	1. The variety of activity in the developed English material 2. The influence of English material toward students' active participation 3. The influence of English material for students to practice English	0 30 30
The skill and the competence in the developed material (Suyanto, 2007)	1. The influence of English material toward students English skill development 2. The influence of English material to provide thematic vocabulary	50 50
Teachers' role toward the developed material (Tomlinson, 2013)	1. The use of the developed material as teaching reference for teacher 2. The easiness of English material to be used by the teacher 3. The use of English material in evaluating students skill development	40 30 30

The learners' role toward the developed material (Tomlinson, 2013)	1. The influence of English material in students' social interaction	0
	2. The influence of English material in creating interactive condition in the classroom	50
The existing of self development program in material (Permendikbud, 2015)	1. The appropriateness of English material the whole aspect in childhood education curriculum	0
The appearance of the developed material (Piaget in Boundless Psychology, 2015)	1. The attractiveness of the developed material for students	40
	2. The appropriateness of the input (picture, vocabulary, activity) for students	0
	3. The encouragement of the input for students to learn English	0
<b>Total</b>		<b>510</b>

$$P = \frac{510}{800} \times 100\%$$

$$= 63,75 \% \text{ (Good)}$$

### 3. Expert Evaluation

To make sure that the material which has been developed is appropriate or valid to the target, then the researcher conducted expert validation. Expert validation is the process of validating the product which is done by the people who have the understanding of the related study. There were two experts took part in validating the product, the first validator was the lecturer of English Education and the second validator was the lecturer from childhood education. Both of them were currently teaching in Alauddin State Islamic University of Makassar.

The validation process was conducted two times. The first result showed the suggestion from the validators that the researcher should make the learning steps for each activity. Then, the second result, the material has been developed well, but it should be reviewed for the pictures contained in each worksheet if those were appropriate to the context. Furthermore, the researcher should present more about the aspect of scientific learning as it is one of the characteristic of curriculum 2013.

**Table. 8 Expert Validation Result**

Aspect	Indicator	Items
The relevance of the material (Tomlinson, 2013)	1. The appropriateness of the material for childhood education in introducing English	30
	2. The appropriateness of the material toward the students' need	30
	3. The appropriateness of English material toward the age of students	0
The thematic material to introduce "Environment" in English (Soni, 2015)	1. The appropriateness of Environment theme for childhood education	40
	2. The Environment theme as a part of students' interest	30
	3. The influence of Environment theme for students' English learning	30
The learning activities in the developed material (Soni, 2015)	1. The variety of activity in the developed English material	40
	2. The influence of English material toward students' active participation	30
	3. The influence of English material for students to practice English	30
The skill and the competence in the	1. The influence of English material toward students English skill	50

developed material (Suyanto,2007)	development 2. The influence of English material to provide thematic vocabulary	50
Teachers' role toward the developed material (Tomlinson,2013)	1. The use of the developed material as teaching reference for teacher 2. The easiness of English material to be used by the teacher 3. The use of English material in evaluating students skill development	40 30 30
The learners' role toward the developed material (Tomlinson, 2013)	1. The influence of English material in students' social interaction 2. The influence of English material in creating interactive condition in the classroom	0 50
The existing of self development program in material (Permendikbud, 2015)	1. The appropriateness of English material the whole aspect in childhood education curriculum	0
The appearance of the developed material (Piaget in Boundless Psychology,2015)	1. The attractiveness of the developed material for students 2. The appropriateness of the input (picture, vocabulary, activity) for students 3. The encouragement of the input for students to learn English	40 0 0
<b>Total</b>		<b>550</b>

$$P = \frac{550}{800} \times 100\%$$

= 68,75 % (Good)



## CHAPTER V

### CONCLUSIONS AND SUGGESTION

#### *A. Conclusions*

1. The researcher conducted a needs analysis to develop animal-themed English material by running interview with teachers at PAUD Terpadu Joy Kids Makassar and analyzing several documents from Kindergarten which included syllabus, lesson plans, and existing materials (Citra TK). The researcher then analyzed the results of the interview and analysis to make an inventory of the needs for the developed English language material.
2. The English material made for students focused on introducing vocabulary with additional material such as numbers, phrases, simple sentences, and art by integrating activities into six self-development aspect (Morality and Religion, Social-Emotional, Cognitive, Physical-Motoric, Language, and Art). Then the researchers pasted barcodes on several worksheets to provide videos for them.
3. The results of the validation from the experts indicated that the English material has been well planned for the kindergarten level.

### ***B. Suggestions***

According to the conclusion given, the researcher can provide some suggestion:

1. The researcher suggested that kindergartens can use English material as a reference for implementing English learning as an interlude in classroom learning because it has been made according to student needs.
2. The researchers suggested that students can use this material to carry out learning English at home with parental guidance.
3. The further researcher who wants to conduct related studies can use this thesis as a reference in conducting Research and Development for English language materials especially for early childhood. The next researcher can expand the data source in developing the material, thus there will be renewal product of English material.

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#### **HOW TO SAY AND WHAT IS THIS**

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<https://www.pngdownload.id/png-q9wg01/>

<https://inet.detik.com/cyberlife/d-4388567/fotografer-telur-rekor-di-instagram-dikagetkan-karya-sendiri>

<https://tukanggizi.wordpress.com/2015/08/07/telur-mentah-atau-matang/>

<https://www.pngwing.com/id/free-png-xvreg>

#### **WORD SPELLING**

<https://www.pngdownload.id/png-q9wg01/>

#### **CHICKEN LIFE CYCLE**

<https://id.pinterest.com/pin/389279961523457790/>

<https://en.clipdealer.com/vector/media/A:34149236>

#### **COUNTING THINGS**

[https://www.freepik.com/premium-vector/life-cycle-chicken\\_4003597.htm#page=4&query=chicken%20for%20kids&position=24](https://www.freepik.com/premium-vector/life-cycle-chicken_4003597.htm#page=4&query=chicken%20for%20kids&position=24)

<https://en.clipdealer.com/vector/media/A:34149236>

#### **WHAT IS THIS**

<https://id.pinterest.com/pin/621426448575954461/>

[https://www.freepik.com/premium-vector/life-cycle-chicken\\_4003597.htm#page=4&query=chicken%20for%20kids&position=24](https://www.freepik.com/premium-vector/life-cycle-chicken_4003597.htm#page=4&query=chicken%20for%20kids&position=24)

<https://en.clipdealer.com/vector/media/A:34149236>

### **ASMAUL HUSNA**

[https://mewarnaigambarsketsa.blogspot.com/2016/07/mewarnai-gambar-sketsa-kaligrafi-asmaul\\_91.html](https://mewarnaigambarsketsa.blogspot.com/2016/07/mewarnai-gambar-sketsa-kaligrafi-asmaul_91.html)

### **IS THIS GOOD OR BAD**

<https://docplayer.info/99138846-Menyayangi-tumbuhan-dan-hewan.html>

<https://www.mikirbae.com/2019/07/pembelajaran-3-tema-1-subtema-1-ciri.html>

<https://www.slideshare.net/pustakadeptan/ternak-sahabatku>

<https://images.app.goo.gl/oZR2L3dMt7mEcLca8>

### **CUTTING AND STICKING**

<https://en.clipdealer.com/vector/media/A:34149236>

### **ARRANGING LETTERS**

<https://www.pngdownload.id/png-q9wg01/>

### **MATCHING**

<https://en.clipdealer.com/vector/media/A:34149236>

[https://www.freepik.com/premium-vector/life-cycle-chicken\\_4003597.htm#page=4&query=chicken%20for%20kids&position=24](https://www.freepik.com/premium-vector/life-cycle-chicken_4003597.htm#page=4&query=chicken%20for%20kids&position=24)

### **SINGING**

<https://www.youtube.com/watch?v=8moTJSxk744&feature=youtu.be>

### **COLORING**

<https://id.pinterest.com/pin/21462535698155280/>



# APPENDICES

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**ALAUDDIN**  
M A K A S S A R

**INTERVIEW GUIDELINES****(Teacher)****Modified from Dudley-Evans and St.John 1998**

1. Menurut anda, Apakah bahasa Inggris perlu diperkenalkan sejak Taman Kanak-kanak? Dan berikan alasannya!
2. Bagaimana proses pengenalan bahasa Inggris di PAUD Terpadu Joy Kids ?
3. Bagaimana respon siswa pada saat mengikuti kegiatan pembelajaran bahasa Inggris berlangsung?
4. Berapa lama durasi pembelajaran bahasa Inggris di PAUD Terpadu Joy Kids ?
5. Sejauh mana kemampuan bahasa Inggris siswa di PAUD Terpadu Joy kids saat ini?
6. Bagaimana tingkat penguasaan kosa kata siswa di PAUD Terpadu Joy kids saat ini?
7. Apa kesulitan yang dihadapi siswa selama mengikuti kegiatan pembelajaran bahasa Inggris ?
8. Apa kesulitan yang dihadapi guru selama mengajarkan bahasa Inggris di PAUD Terpadu Joy Kids?
9. Apakah materi bertema “Animal” sesuai untuk pembelajaran bahasa Inggris ?
10. Apa pencapaian yang diharapkan dari pembelajaran bahasa Inggris untuk anak taman kanak-kanak?
11. Bagaimana jenis kegiatan bahasa Inggris yang diterapkan saat ini di PAUD Terpadu Joy Kids?
12. Bagaimana jenis kegiatan bahasa Inggris yang diharapkan di PAUD Terpadu Joy Kids?
13. Bagaimana desain materi ajar bahasa Inggris yang baik untuk anak taman kanak-kanak?
14. Apakah sarana dan prasarana di PAUD Terpadu Joy Kids mendukung proses pembelajaran bahasa Inggris ?
15. Bagaimana pemanfaatan media dalam pembelajaran bahasa Inggris di PAUD Terpadu Joy Kids?



**EVALUATION & VALIDATION CHECKLIST**

Researcher: .....

Title : Developing Environment theme English Material for Early Young  
Learners at PAUD Terpadu Joy Kids, Makassar

Lembar review checklist ini bertujuan untuk mengetahui kesesuaian materi ajar Bahasa Inggris untuk siswa di PAUD Terpadu Joy Kids, Makassar.

**A. Data Responden**

Nama :

Umur :

Jenis kelamin :

Pendidikan : a. D3 b. S1 c. S2 d. S3

Pengalaman mengajar : a. 0-2 th b. 2-4 th c. >4 th

B. Isilah table berikut dengan member tanda centang (√) pada kotak yang tersedia.

YA : Jika Anda setuju dengan pernyataan yang ada.

TIDAK : Jika Anda tidak setuju dengan pernyataan yang ada

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**ALAUDDIN**  
M A K A S S A R

NO	PERNYATAAN	YA	TIDAK
1	Apakah materi Bahasa Inggris yang dikembangkan akan sesuai untuk mengenalkan Bahasa Inggris di taman kanak-kanak		
2	Apakah materi Bahasa Inggris yang dikembangkan akan mendukung kebutuhan siswa di taman kanak-kanak		
3	Apakah materi Bahasa Inggris yang dikembangkan akan sesuai dengan usia siswa di taman kanak-kanak		
4	Apakah tema materi Bahasa Inggris <i>Animal</i> akan sesuai dengan kebutuhan siswa di taman kanak-kanak		
5	Apakah tema materi Bahasa Inggris <i>Animal</i> akan menarik minat belajar siswa di taman kanak-kanak		
6	Apakah tema materi Bahasa Inggris <i>Animal</i> akan memudahkan siswa taman kanak-kanak dalam mempelajari Bahasa Inggris		
7	Apakah aktifitas dalam materi yang dikembangkan akan bervariasi		
8	Apakah aktifitas dalam materi yang dikembangkan akan mendorong partisipasi aktif siswa taman kanak-kanak		
9	Aktifitas dalam materi yang dikembangkan akan mendukung siswa taman kanak-kanak dalam menggunakan Bahasa Inggris		
10	Apakah materi Bahasa Inggris yang dikembangkan akan mendukung pengembangan keterampilan mendengarkan, berbicara, membaca dan menulis siswa taman kanak-kanak		
11	Apakah materi Bahasa Inggris yang dikembangkan akan mampu memperkenalkan kosa kata sesuai dengan tema yang disajikan		
12	Apakah materi Bahasa Inggris yang dikembangkan akan memfasilitasi guru dalam mengajarkan Bahasa Inggris		
13	Apakah materi Bahasa Inggris yang dikembangkan akan mudah diajarkan oleh guru		
14	Apakah guru akan mampu menilai perkembangan keterampilan berbahasa Inggris siswa dengan materi yang dikembangkan		
15	Materi Bahasa Inggris yang dikembangkan akan mendukung interaksi social siswa taman kanak-kanak		
16	Apakah materi Bahasa Inggris yang dikembangkan akan menciptakan kondisi interaktif dalam kelas		
17	Materi Bahasa Inggris yang dikembangkan akan mendukung seluruh aspek perkembangan siswa taman kanak-kanak ( aspek agama dan moral, fisik-motorik, kognitif, bahasa, sosial-emosional, dan seni)		
18	Apakah materi Bahasa Inggris yang dikembangkan akan memiliki tampilan yang menarik untuk siswa taman kanak-		

	kanak		
19	Apakah input (gambar,kata dan aktifitas) akan sesuai dengan tingkat kemampuan siswa taman kanak-kanak		
20	Apakah input (gambar,kata dan aktifitas) akan mendorong keingintahuan siswa taman kanak-kanak untuk mempelajari Bahasa Inggris		

Validator

.....

### The Rating Scale

Grade Scale	Verbal Scale
81-100	Very Good
61-80	Good
41-60	Sufficient
21-40	Bad
0-20	Very Bad

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**ALAUDDIN**  
 MAKASSAR

## INTERVIEW TRANSCRIPT

**Date of interview section : February 20th, 2020 at PAUD Terpadu Joy Kids Makassar**

- a. R : *Do you think English is necessary to be taught in kindergarten?, Could you please give the reason?*

T : *Actually, it's important to teach English in kindergarten. However, it's just not easy to teach them a new language at their current age. Therefore, we teach them English as an interlude so that they will have basic knowledge of it.*

- b. R : *How is the process of introducing English in PAUD Terpadu joy Kids?*

T : *We teach students by introducing them English vocabulary according to the theme.*

- c. R : *How is the response of the students when they learn English?*

T : *Students were seemed active in following the process of learning English.*

- d. R : *How long is the duration of English class in PAUD Terpadu Joy Kids?*

T : *Because English is presented as an interlude, we do not have special time for English classes. However, we usually introduce English in the middle of the learning process which starts at 9 am and ends at 11.*

e. R : *To what extent is the English skill of the students in PAUD Integrated Kids?*

T : *Students' abilities are still limited because we only introduce them to a few words and say the words correctly so they only know the sound of a word and how it is pronounced.*

f. R : *How is the vocabulary comprehension of the students in PAUD Integrated Kids Joy?*

T : *They are not too deep for the level of mastery of vocabulary.*

g. R : *What is the difficulty of the students in PAUD Terpadu Joy Kids when they learn English?*

T : *During the class, I think our students have difficulty learning so they get bored easily with material that is not interesting to him even though it is something new at their age.*

h. R : *What is the difficulty experienced by the teacher in teaching English?*

T : *There are only three teachers in this kindergarten. It includes myself. However, there is only one teacher who graduated from the English Department of Education. while he cannot teach English here every day.*

i. R : *Is the theme of Animals appropriate material for the English learning and teaching program?*

T : *Yes it is since it is one of the themes included in our school syllabus.*

j. R : *Then, what is the students' achievement expected from the English learning program?*

T : *Since they are still young and their good ability to absorb and imitate things, so that throughout the learning process, we expect that students are capable of knowing and mentioning various words in English well. Even we expect that they can use it.*

k. R : *How is the learning activity of English given in PAUD Terpadu Joy Kids?*

T : *During the learning process, we guide our students to learn by doing. We prefer to teach them in that way since it is still difficult for them to learn only by listening to the teacher. The learning process still based on the aspect of morality, religion, language, cognitive, physical and art.*

l. R : *How is the English learning activity expected to be given in PAUD Terpadu?*

T : *I expect for an interesting and effective English material for the students. A material that is able to keep students' interest and enjoyment during learning process. Although the material developed in many kinds of activities but the most important, it should give impact to students.*

m. R : *How is the design of English material for kindergarten students?*

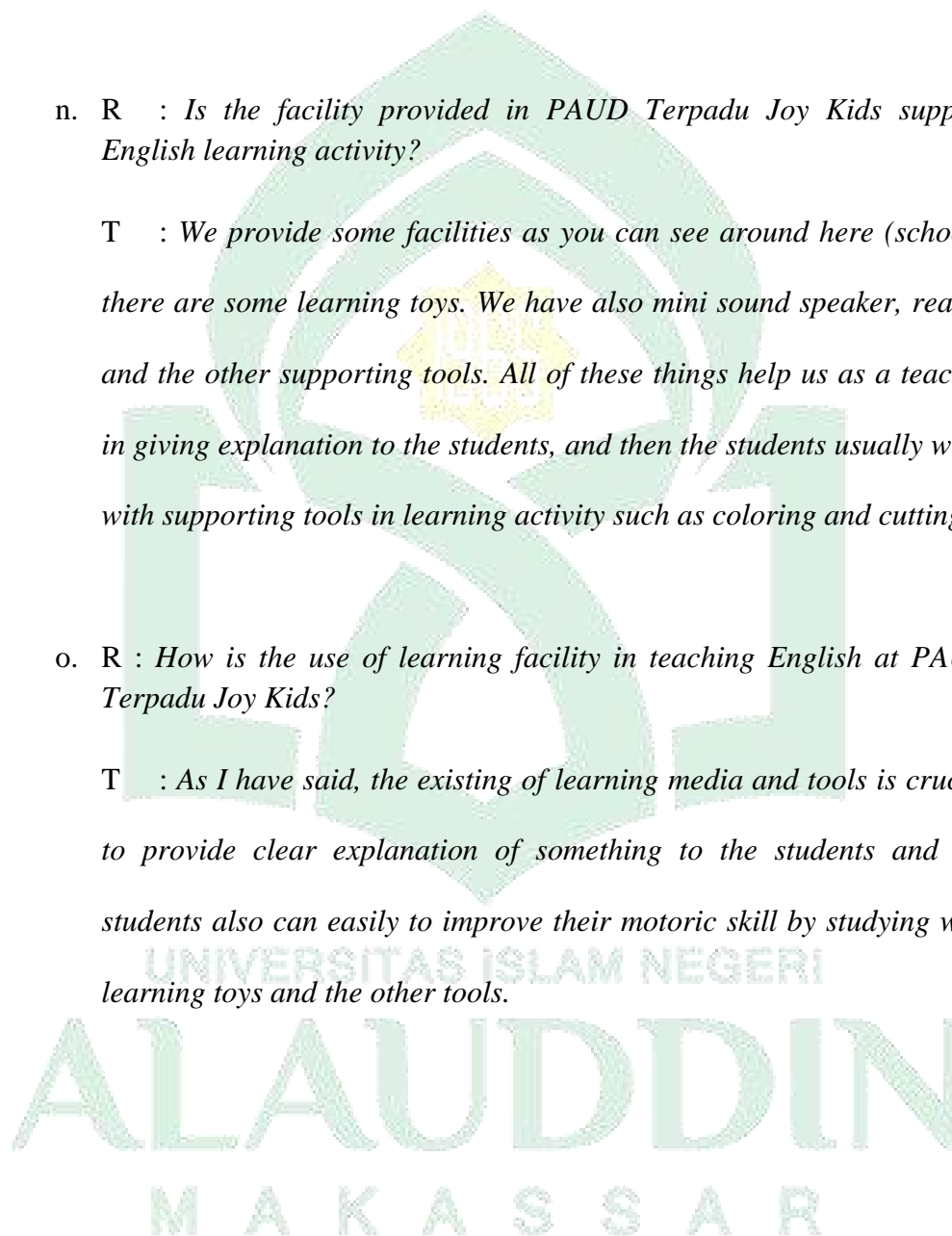
T : *Since the students easily get bored therefore material given should be interesting. Adding picture and color could be good choice for them*

n. R : *Is the facility provided in PAUD Terpadu Joy Kids support English learning activity?*

T : *We provide some facilities as you can see around here (school), there are some learning toys. We have also mini sound speaker, realia, and the other supporting tools. All of these things help us as a teacher in giving explanation to the students, and then the students usually work with supporting tools in learning activity such as coloring and cutting.*

o. R : *How is the use of learning facility in teaching English at PAUD Terpadu Joy Kids?*

T : *As I have said, the existing of learning media and tools is crucial to provide clear explanation of something to the students and the students also can easily to improve their motoric skill by studying with learning toys and the other tools.*





## DOCUMENTS

### (SYLLABUS, LESSON PLAN, THE EXISTING MATERIAL)

#### Syllabus

**PROGRAM SEMESTER**  
**TAHUN PELAJARAN 2016-2017**

TAMAN KANAK-KANAK JOY KIDS  
KELOMPOK USIA : 5-6 TAHUN  
SEMESTER : I (Satu)

NO	KOMPETENSI DASAR	TEMA/SUB TEMA/SUB-SUB TEMA & ALOKASI WAKTU																
		DIRIKU				KELUARGAKU			LINGKUNGANKU			BINATANG						
		IDENTIKASIKU	TUBUHKU	TUBUHKU	KESUKAANKU	ANGGOTA KELUARGA	PEROLEHAN KELUARGA	RUMAHKU	SEKOLAHKU	IKAN	AYAM	SAKIT	MUTAN					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
3	3.1 Mengenal kegiatan beribadah sehari-hari	4.1..Melakukan kegiatan beribadah sehari-hari dengan tuntunan orang dewasa	✓		✓		✓	✓										
	3.2 Mengenal perilaku baik sebagai cerminan akhlak mulia	4.2..Menunjukkan perilaku baik sebagai cerminan akhlak mulia				✓		✓	✓	✓							✓	
	3.3 Mengenal anggota tubuh, fungsi,	4.3..Menggunakan anggota tubuh	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	

#### Weekly Lesson Plan





## Daily Lesson Plan

Date

Rencana Pelaksanaan Pembelajaran Harian  
<P-P-P-H>

Kelompok / Usia : B / 5-6 Tahun  
Semester / Minggu : I / X IV  
Tema / sub-Tema / sub-sub Tema : Binatang / Binatang di datar / Ayamku  
Hari / Tanggal : Senin, 28 Oktober 2019

Kompetensi Dasar (KD)

1.1, 2.7, 3.3 - 3.4, 3.6 - 4.6, 3.8 - 4.8, 3.10 - 4.10, 3.11 - 4.11, 3.12 - 4.12, 3.15 - 4.15

Indikator pencapaian pembelajaran

Beberapa indikator pencapaian pembelajaran pada kegiatan ini, antara lain:

- Anak menyebutkan macam-macam warna bulu ayam
- Anak menyangkikan lagu "ayamku" sesuai iramanya
- Anak melakukan gerakan sesuai syair lagu
- Anak menceritakan gambar yang dilihat
- Anak menyebutkan urutan lambang bilangan dan menulis tulisan 1-10

Media dan sumber belajar

- Ayam dikandang, kartu angka, gambar macam-macam ayam

Langkah kegiatan

I. Pembukaan ± 30 menit

- Berdoa, salam
- Gerak dan lagu "ayamku"
- Bercakap-cakap membedakan ayam besar dan ayam kecil

II. Inti ± 60 menit

a. Mengamati

- Anak mengamati gambar kandang ayam

b. Menanya

- Anak didorong untuk bertanya tentang gambar kandang ayam
- Anak melakukan tanya jawab

c. Mengumpulkan informasi, menalar dan mengkomunikasikan

- Anak memperhatikan penjelasan guru tentang gambar kandang ayam

\* Area matematika

- ⇒ mengurutkan lambang bilangan 1-10 dan menulis tulisan
- Anak mengamati kartu angka 1-10
- Anak menulis tulisan lambang bilangan angka sesuai urutannya

\* Area seni

- ⇒ Menggambar ayam
- Anak mengamati macam-macam gambar ayam
- Anak menggambar ayam

\* Area keaksaraan

- ⇒ Bermain kartu kata dan kartu gambar
- Anak mengamati macam-macam kartu kata ayam jantan, ayam betina, dan kartu gambar ayam jantan dan ayam betina
- Anak memasangkan kartu kata sesuai dengan ayamnya.

III. Istirahat, makan, bermain ± 30 menit

IV. Penutup ± 30 menit

- Menyanyi "Ayamku"
- Diskusi tentang kegiatan satu hari
- Berdoa, salam

MENYETUJUI  
KEPALA TK JBY KIDS

JUNAEDAH S.Pd, M.Pd

MAKASSAR, 25 OKTOBER 2019  
GURU KELOMPOK B

  
HASLINDAH NUZ S-SOS



## The Existing Material

(Citra TK)



## INVENTORY NEEDS

<b>Learning Ability</b>
Vocabulary (Basic)
<b>Learning Priority</b>
Vocabulary
Number
Phrase/ Simple Sentence
Art
<b>Learning Style</b>
Learning through playing
Learning through picture
Learning through video
Learning through audio
Learning through interesting material
<b>Learning Objective</b>
Introducing vocabulary
Integrating vocabulary in six self development aspect

# THE SYLLABUS

Main Theme/ Sub of Theme	Basic Competence	Indicator	Learning Activity	Learning Source	Evaluation	Duration
ANIMAL “My Chicken”	1.1 Believing the existence of God through His creations	Not stated directly			Observation	
	2.7 Having behavior that reflects of patience (waiting for turn, and listening to others when they speak) in order to train discipline					
	3.3 Recognizing parts of body, function, and movement for hard and soft motor development	3.3.1 Identifying part of chicken ( head, wings, leg )	“Cut and Stick!” Students are asked to cut and stick suitable part of chicken	<ul style="list-style-type: none"> <li>Learning material</li> <li>Pictures</li> <li>Realia</li> <li>Teachers voice</li> </ul>	Observation	15 m
	3.4 Knowing how to live healthy	3.4.1 Understanding how to live health	“Is this Good or Bad?” Students are asked to identify which picture shows good attitude towards animal and which picture shows bad attitude?	<ul style="list-style-type: none"> <li>Learning material</li> <li>Pictures</li> <li>Realia</li> <li>Teachers voice</li> </ul>	Observation	15 m
	3.6 Recognizing things around people (name, color, shape, size, pattern, characteristic, sound, texture and others.)	3.6.1 Identifying life cycle of chicken	“Chicken Life Cycle” Students are showed picture of chicken life cycle and listened to its explanation by teacher	<ul style="list-style-type: none"> <li>Learning material</li> <li>Pictures</li> <li>Teachers voice</li> </ul>	Observation	15 m
		3.6.2 Identifying various sounds of animal	“Singing” Students are asked to listen and sing an English Song related to animal			



	expressive language (verbal and non verbal)	write English vocabulary correctly	vocabulary related to chicken by connecting dots			
	<b>3.12</b> Recognizing early literacy through playing	<b>3.12.1</b> Imitating the correct spelling of Vocabulary related to chicken	<b>“Word Spelling”</b> Students are asked to imitate the teacher after spelling a word	<ul style="list-style-type: none"> <li>• Learning material</li> <li>• Pictures</li> <li>• Teachers voice</li> </ul>	Observation	15 m
		<b>3.12.2</b> Identifying the Alphabet through coloring activity	<b>“Coloring”</b> Students are asked to match the color and alphabet		Students’ creation	
	<b>4.12</b> Showing the skill of early literacy through playing	<b>4.12.1</b> Showing the skill of recognizing the alphabet	<b>“Arranging Letters”</b> Students are asked to arrange the letters into correct word			
	<b>3.15</b> Recognizing various creations and art activities	<b>3.15.1</b> Identifying English vocabulary related to chicken by using word card	<b>”Matching”</b> Students are asked to match the words card and the suitable picture	<ul style="list-style-type: none"> <li>• Learning material</li> <li>• Pictures</li> <li>• Teachers voice</li> </ul>	Observation	15 m
	<b>4.15</b> Showing various creations and art activities by using media	<b>4.15.1</b> Showing the ability in coloring	<b>“Coloring”</b> Students are asked to color the vocabulary of Asmaul Husna		Students’ creation	

**THE ENGLISH MATERIAL****HOW TO SAY?**

Aspect	: Language
KI	: Knowledge
KD	: 3.10 Understanding the receptive language skills (Listening and Reading)
Indicator	: 3.10.1 Imitating the correct pronunciation of vocabulary related to chicken

**Learning Steps :**

1. The teacher stimulates the students by asking what picture they see on the paper
2. The teacher explains the instructions of the activity
3. The teacher scans the bar code
4. The teacher asks the students to pay attention to the vocabulary
5. The teacher plays the audio
6. The teacher lets the students to listen to the audio
7. The teacher asks the students to repeat the word mentioned in the audio
8. The teacher may repeat the audio until the students can repeat and recognize the words easily
9. After playing the audio, the teacher will ask the students to mention all the words without listening to audio

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MAKASSAR





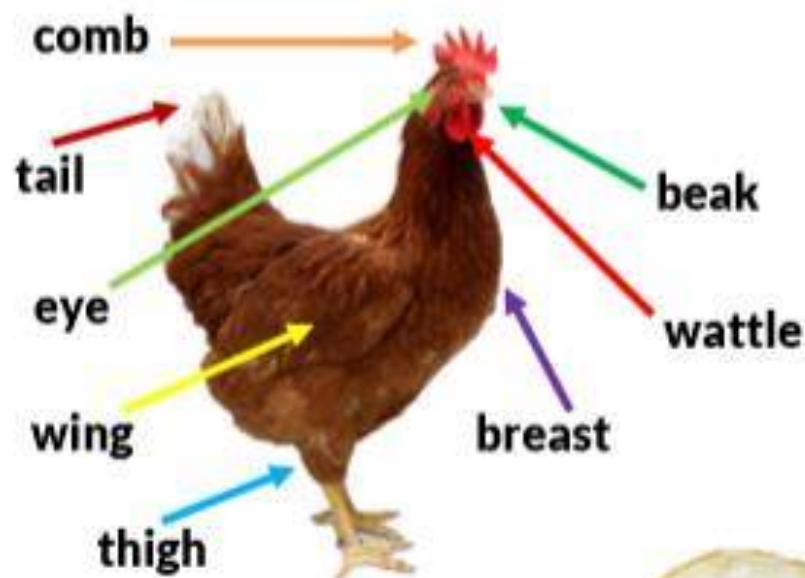
## LANGUAGE

Main Competence (KI) : Knowledge  
Basic Competence (KD) : 3.10.1



### HOW TO SAY ? ( BAGAIMANA MENGATAKANNYA? )

Listen to the audio and repeat what the speaker say!  
( Dengarkan audio dan ulangi setelah pembicara! )



egg



egg shell



yolk

egg white



## WHAT IS THIS?

Aspect : Language

KI : Knowledge

KD : 4.10 Showing the ability to use the receptive language skills  
(Listening and Reading)

Indicators : 4.10.1 Showing the ability to match the vocabulary with suitable pictures.

### Learning Steps :

1. The teacher stimulates the students by asking what picture they see on the paper
2. The teacher explains the instructions of the activity
3. The teacher guides the students to mention all the vocabularies correctly
4. After that, the teacher asks students to identify part of the chicken with the vocabulary
5. The teacher guide the students to determine the vocabulary of each part of the animal by writing the number of vocabulary on each little table at the part of chicken
6. At the end the teacher observes students' work

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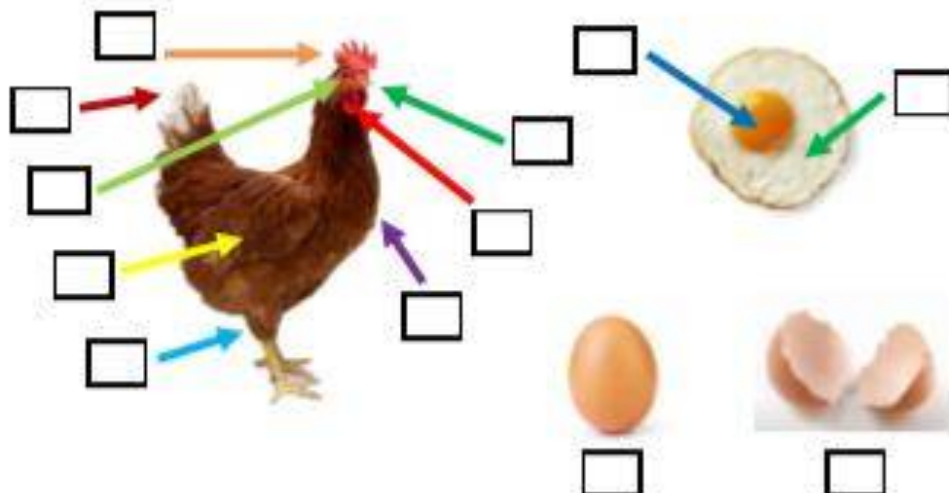
## LANGUAGE

Main Competence (KI) : Knowledge

Basic Competence (KD) : 4.10.1

### WHAT IS THIS ? ( APA INI ? )

Write the correct number of the suitable word for each picture!  
(Tulis nomor yang tepat dari kata yang sesuai untuk setiap gambar!)



1. Eye = Mata
2. Egg = Telur
3. Breast = Dada
4. Comb = Jengger
5. Thigh = Paha
6. Egg Shell = Kulit Telur

7. Beak = Paruh
8. Tail = Ekor
9. Egg White = Putih Telur
10. Wing = Sayap
11. Yolk = Kuning Telur
12. Wattle = Pial



## WORD SPELLING

Aspect : Cognitive

KI : Skill

KD : 3.12 Recognizing early literacy through playing.

Indicators : 3.12.1 Imitating the correct spelling of Vocabulary related to chicken.

Learning Steps :

1. The teacher stimulates the students by asking what picture they see on the paper
2. The teacher explains the instructions of the activity
3. The teacher introduces new vocabularies related to the activity such as spell and repeat
4. The teacher asks students to mention the part of chicken they see on the paper
5. Than the teacher will mention each word one by one and asks students to repeat
6. The teacher may spell all the words repeatedly until the students are able to spell them correctly

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MAKASSAR



## COGNITIVE

Main Competence (KI) : Skill

Basic Competence (KD) : 3.12.1

### WORD SPELLING ( MENGEJA KATA )

Listen and repeat after your teacher!  
( Dengarkan dan ulangi setelah gurumu! )



BREAST

B	R	E	A	S	T
bi	ar	i	ei	es	ti



EYE

E	Y	E
i	wai	i



THIGH

T	H	I	G	H
ti	eich	ai	ji	eich



TAIL

T	A	I	L
ti	ei	ai	ei



WING

W	I	N	G
dabeyu	ai	en	ji



## CHICKEN LIFE CYCLE

Aspect : Cognitive

KI : Knowledge

KD : 3.6 Recognizing things around people (name, color, shape, size, pattern, characteristic, sound, texture and others.)

3.8 Recognizing the nature (animal, plant, weather, land, water, stone and etc)

Indicators : 3.6.1 Identifying life cycle of chicken

3.8.1 Identifying life cycle of chicken

Learning Steps :

1. The teacher stimulates the students by asking what picture they see on the paper
2. The teacher explains the instructions of the activity
3. The teacher reads the words one by one carefully such as” chicken”
4. Then the students follow the teacher
5. After mentioning all the words, the teacher explains each word to students so that the students can understand the chicken life style
6. After that teacher will asks students understanding after listening to the explanation





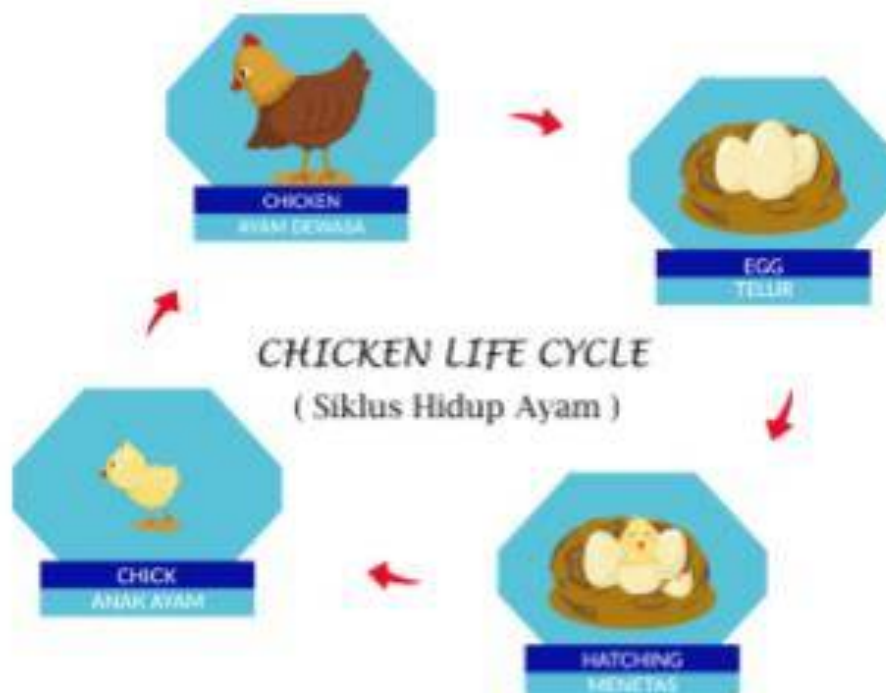
## COGNITIVE

Main Competence (KI) : Knowledge

Basic Competence (KD) : 3.6.1 – 3.8.1

# CHICKEN LIFE CYCLE ( SIKLUS HIDUP AYAM )

Read the life cycle of chicken below!!  
( Bacalah siklus hidup ayam di bawah ini! )



## COUNTING THINGS

Aspect : Cognitive

KI : Knowledge

KD : 4.6 Conveying things around people (name, color, shape, size, pattern, characteristic, sound, texture and others) through the creation

Indicators : 4.6.1 Counting things

### Learning Steps :

1. The teacher stimulates the students by asking what picture they see on the paper
2. The teacher explains the instruction of the activity
3. The teacher helps the students to identify the things on the worksheet
4. The teacher asks the students to do the exercise
5. The students should connecting line in the right number beside each thing which shows the total of the thing
6. After finishing it, the students were asked to convey the total of each thing
7. The teacher observes the result of students' work

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## COGNITIVE

Main Competence (KI) : Knowledge

Basic Competence (KD) : 4.6.1

## COUNTING THINGS ( MENGHITUNG BENDA )

Count things below and connect the line to draw a correct number!

( Hitung jumlah benda di bawah, lalu lengkapi garis putus-putus sesuai angka yang benar! )

	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  eight         </div> <div style="text-align: center;">  six         </div> </div>
	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  seven         </div> <div style="text-align: center;">  five         </div> </div>
	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  nine         </div> <div style="text-align: center;">  ten         </div> </div>
	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  eight         </div> <div style="text-align: center;">  four         </div> </div>
	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  six         </div> <div style="text-align: center;">  nine         </div> </div>



## WHAT IS THIS?

Aspect : Language

KI : Knowledge

KD : 4.11 Showing the ability to use the expressive language (verbal and non verbal)

Indicators : 4.11.1 Showing the ability to write English vocabulary correctly

### Learning Steps :

1. The teacher stimulates the students by asking what picture they see on the paper
2. The teacher explains the instructions of the activity
3. The teacher guides the students to recognize picture one by one
4. The teacher leads the students to connect the dots
5. After students connect the dots, The teacher then mention each word followed by the students
6. The teacher will ask student randomly to mention the word that they write in English

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## LANGUAGE

Main Competence (KI) : Knowledge

Basic Competence (KD) : 4.11.1

### WHAT IS THIS ? ( APA INI ? )

Connect the dots below, so the word can be read clearly!  
( Hubungkanlah titik-titik di bawah agar kata dapat dibaca dengan jelas! )



Rooster



Hen



Chick



Hatching



Egg



## COLORING

Aspect : Morality and Religion

KI : Skill

KD : 4.15 Showing various creations and art activities by using media

Indicators : 4.15.1 Showing the ability in coloring

### Learning Steps :

1. The teacher stimulates the students by asking what picture they see on the paper.
2. The teacher introduces one of beautiful name of Allah SWT, “Al-Waliyy (The Protector)” to students
3. The teacher says it aloud and the students repeat it
4. The teacher ask the students to put color on the arabic word.
5. The teacher observes students’ work



## MORALITY & RELIGION

Main Competence (KI) : Skill  
Basic Competence (KD) : 4.15.1.

### COLORING ( MEWARNAI )

Give colors to this asmaul husna  
(Beri warna pada asmaul husna ini)

**Al Wakiyy**  
(yang Melindungi)  
The Protector

Orang yang beriman kepada Allah merupakan orang yang paling beruntung, aman dan bahagia. Di saat tidak semua orang mendapatkan hidayah untuk memasuki agama Islam karena tersesatnya kegelahan dan kebingungan, Allah Al-Wakiyy justru menjadi pelindung bagi orang-orang yang beriman, dan menyelamatkan mereka dari kegelapan, kemiskinan dan kekafiran kepada cahaya iman dan Islam.



## IS THIS GOOD OR BAD?

Aspect : Social-Emotional  
KI : Knowledge  
KD : 3.4 Knowing how to live healthy  
Indicators : 3.4.1 Understanding how to live health

### Learning Steps :

1. The teacher stimulates the students by asking what picture they see on the paper.
2. The teacher explains the instructions to the students
3. The teacher introduces some new words from the instructions such as good attitude and bad attitude
4. The teacher ask students to identify the good attitude and bad attitude by giving symbol **(√)** for the good attitude and **(×)** for bad attitude
5. After student finish the task, the teacher will ask students to tell which picture shows the good attitude and bad attitude
6. Teacher observes students' work





## SOCIAL EMOTIONAL

Main Competence (KI) : Knowledge

Basic Competence (KD) : 3.4.1

### IS THIS GOOD OR BAD ? ( INI BAIK ATAU BURUK ? )

Give √ to picture of good attitude and × to picture of bad attitude!  
( Berikan √ untuk gambar sikap baik dan × untuk gambar sikap buruk! )



## CUTTING AND STICKING

Aspect : Physical and Motoric

KI : Skill

KD : 3.3 Recognizing parts of body, function, and movement for hard and soft motor development

4.8 Providing various creations that relate to the nature (animal, plant, weather, land, water, stone and etc) in form of picture, story, song and motions

Indicators : 3.3.1 Identifying part of chicken ( head, wings, leg )

4.8.1 Completing the missing part of chicken

### Learning Steps:

1. The teacher stimulates the students by asking what they see on the paper
2. The teacher explains the instructions of the activity
3. The teacher introduces new vocabularies related to the activity such as cut, stick and some part of chicken vocabulary (head, wings, and leg)
4. The teacher guide the students in cutting the picture
5. Before students stick the picture, the teacher will ask the students to recognize each part of the chicken, (which one is head, wings and leg)
6. After that, the teacher direct the student in sticking the picture on the paper
7. Then, the teacher will mention one part of the chicken and ask students to point it.
8. At the end the teacher observes students' work





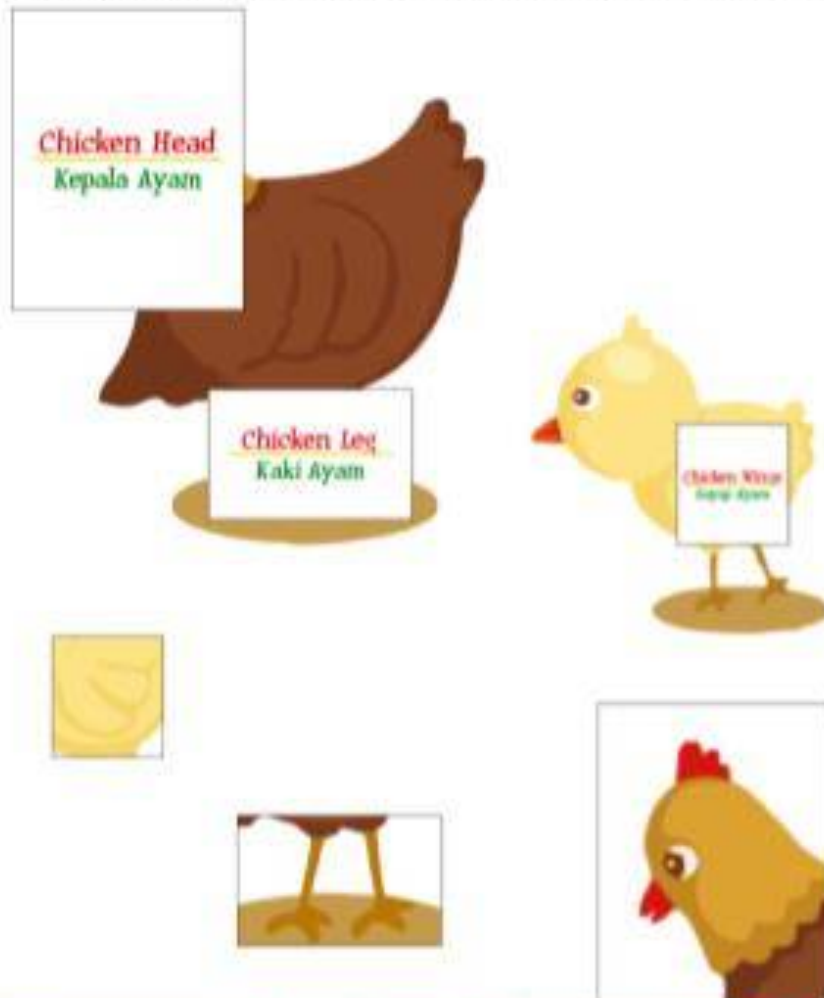
## PHYSIC-MOTORIC

Main Competence (KI) : Skill

Basic Competence (KD) : 3.3.1 – 4.8.1

### CUTTING AND STICKING ( MENGGUNTING DAN MENEMPEL )

Complete the picture below by cutting and sticking!  
( Lengkapilah gambar di bawah dengan menggunting dan menempel! )



## ARRANGING LETTERS

Aspect : Cognitive

KI : Knowledge

KD : 4.12 Showing the skill of early literacy through playing

Indicators : 4.12.1 Showing the skill of recognizing the alphabet

Learning Steps :

1. The teacher stimulates the students by asking what they see on the paper
2. The teacher explains the instructions of the activity
3. The teacher asks students to mention the part of chicken they see on the paper
4. The teacher asks students to arrange the letters into correct word
5. After arranging the letters, the teacher will ask students to mention the word they have arrange
6. The teacher then observes students' work



## COGNITIVE






Main Competence (KI) : Knowledge

Basic Competence (KD) : 4.12.1

### ARRANGING LETTERS ( MENGATUR HURUF )

Arrange the letters below into a correct word!

( Atur huruf-huruf di bawah ini menjadi kata yang benar! )

	→	<input type="text"/>	<input type="text"/>	<input type="text"/>			
	→	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		
	→	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		
	→	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
	→	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

R	Y	A	H	S	N	T	I	Y	W	I
B	T	E	A	G	H	E	I	T	G	L



## MATCHING

Aspect : Cognitive

KI : Knowledge

KD : 3.11 Understanding the expressive language (verbal and non verbal).

Indicators : 3.11.1 Counting the amount of things

### Learning Steps:

1. The teacher stimulates students by asking what pictures they see on the paper
2. The teacher explains the instruction of the activity
3. The students were guided by the teacher to pronounce the number in English correctly
4. The teacher asks the students to work on the worksheet by matching the total of each thing in chicken with the appropriate number
5. The teacher observes the result of students worksheet













## COGNITIVE

Main Competence (KI) : Knowledge  
Basic Competence (KD) : 3.11.1

## MATCHING ( MENCOCOKKAN )

Count the things and match by pulling line to suitable number  
( Hitunglah benda tersebut lalu pasangkan dengan menarik garis sesuai dengan jumlah angka )

	•	•	
	•	•	
	•	•	
	•	•	
	•	•	



## SINGING

Aspect : Art

KI : Skill

KD : 3.6 Recognizing things around people (name, color, shape, size, pattern, characteristic, sound, texture and others.).

Indicators : 3.6.2 Identifying various sounds of animal.

### Learning Steps :

1. The teacher stimulates students by asking what pictures they see on the paper
2. The teacher explains the instructions of the activity
3. The teacher introduces some new vocabulary to the students
4. The teacher scans the bar code and plays the song
5. After that, teacher asks students to listen to the audio first
6. Then, the teacher asks students to sing by following the audio
7. After singing the teacher check students' memorization of the vocabulary by asking





## ART

Main Competence (KD) : Skill  
Basic Competence (KD) : 3.6.2



## SINGING (BERNYANYI)



Bartolito was a rooster on a quite little farm when the Sun came up Bartolito crowed like this mooowwww

No Bartolito, that's a cow.

Bartolito was a rooster on a quite little farm when the Sun came up Bartolito crowed like this kweekk kweekk kweekk

No Bartolito, that's a duck.

Bartolito was a rooster on a quite little farm when the Sun came up Bartolito crowed like this mbeeeeee

No Bartolito, that's a sheep

Bartolito was a rooster on a quite little farm when the Sun came up Bartolito crowed like this aaauuufff

No Bartolito, that's a wolf

Bartolito was a rooster on a quite little farm when the Sun came up Bartolito crowed like this meeeooooowwww

No Bartolito, that's a cat

Bartolito was a rooster on a quite little farm when the Sun came up Bartolito crowed like this guagg guagg guagg

No Bartolito, that's a dog

Bartolito was a rooster on a quite little farm when the Sun came up Bartolito crowed like this kukuruyuk

Yeah, Bartolito very good.



## COLORING

Aspect : Art

KI : Skill

KD : 3.12 Recognizing early literacy through playing.

Indicators : 3.12.2 Identifying the Alphabet through coloring activity.

### Learning Steps :

1. The teacher stimulates students by asking what pictures they see on the paper
2. The teacher explains the instruction of the activity
3. The teacher teaches the pronunciation of the colors
4. The teacher helps the students to identify the things to be colored on the worksheet
5. The teacher ask the students to do coloring on the worksheet by paying attention to the colored that should be given
6. The result of students' work is observed by the teacher to give assesment





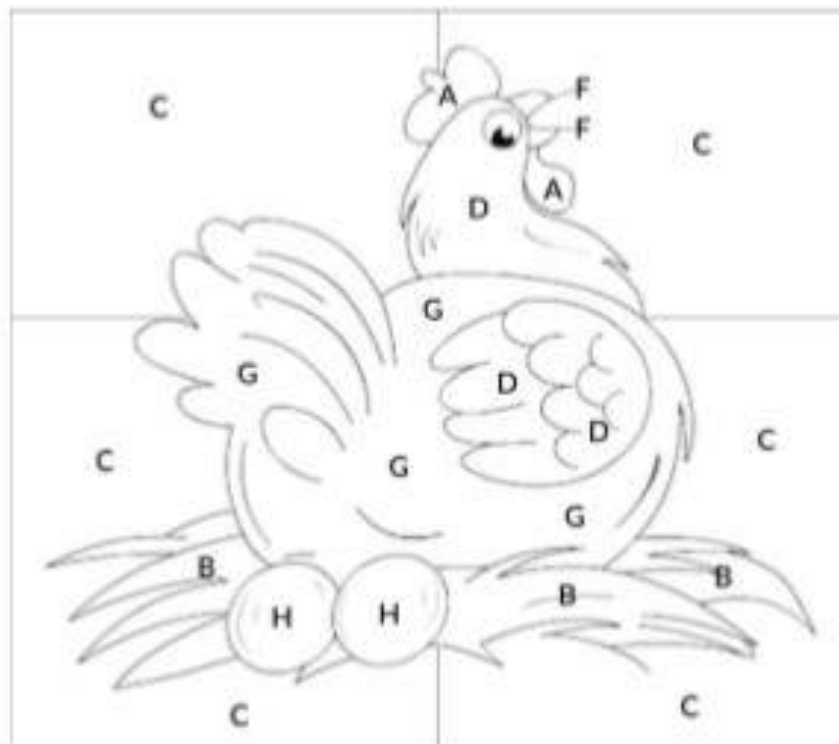
## ART

Main Competence (KI) : Skill

Basic Competence (KD) : 3.12.2

## COLORING ( MEWARNAI )

Match the colors with the alphabets and color the chicken  
( Cocokkan warnanya dengan huruf dan warnai ayamnya )



## MATCHING

Aspect : Cognitive

KI : Knowledge

KD : 3.15 Recognizing various creations and art activities.

Indicators : 3.15.1 Identifying English vocabulary related to chicken by using word card

Learning Steps :

1. The teacher cuts the picture and vocab into some cards
2. After cutting the word and picture, the teacher groups the card into cards of picture and cards of word
3. Then, teacher will divide students into two groups
4. After that, the teacher will give 3 pictures and 3 words for each group
5. Then the teacher will ask students to compete in matching the picture and word
6. A group that success to match all pictures and words correctly will be the winner



## COGNITIVE

Main Competence (KI) : Knowledge  
Basic Competence (KD) : 3.15.1

### MATCHING

#### ( MENCOCOKKAN )

Cut the picture to separate the word and picture, then put the words with words and put pictures with pictures!

(Potong gambar untuk memisahkan kata dan gambar, lalu letakkan kata-kata dengan kata-kata dan letakkan gambar dengan gambar! )

		
<p><b>Ayam</b> Chicken</p>	<p><b>Menetas</b> Hatching</p>	<p><b>Ayam Jantan</b> Rooster</p>
		
<p><b>Anak Ayam</b> Chick</p>	<p><b>Telur</b> Egg</p>	<p><b>Induk Ayam</b> Hen</p>



## Peer Evaluation Result

Researcher : Kasyif Githa

Title : Developing Animal theme English Material for Early Young  
Learners at PAUD Terpadu Joy Kids, Makassar

Lembar review checklist ini bertujuan untuk mengetahui kesesuaian materi ajar Bahasa Inggris untuk siswa di PAUD Terpadu Joy Kids, Makassar.

## A. Data Responden

Nama : Peer Evaluator

Umur : -

Jenis kelamin : F/M

B. Isilah table berikut dengan member tanda centang (✓) pada kotak yang tersedia.

YA : Jika Anda setuju dengan pernyataan yang ada.

TIDAK : Jika Anda tidak setuju dengan pernyataan yang ada

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NO	PERNYATAAN	YA	TIDAK
1	Apakah materi Bahasa Inggris yang dikembangkan akan sesuai untuk mengenalkan Bahasa Inggris di taman kanak-kanak	√	
2	Apakah materi Bahasa Inggris yang dikembangkan akan mendukung kebutuhan siswa di taman kanak-kanak	√	
3	Apakah materi Bahasa Inggris yang dikembangkan akan sesuai dengan usia siswa di taman kanak-kanak		√
4	Apakah tema materi Bahasa Inggris <i>Animal</i> akan sesuai dengan kebutuhan siswa di taman kanak-kanak	√	
5	Apakah tema materi Bahasa Inggris <i>Animal</i> akan menarik minat belajar siswa di taman kanak-kanak	√	
6	Apakah tema materi Bahasa Inggris <i>Animal</i> akan memudahkan siswa taman kanak-kanak dalam mempelajari Bahasa Inggris	√	
7	Apakah aktifitas dalam materi yang dikembangkan akan bervariasi		√
8	Apakah aktifitas dalam materi yang dikembangkan akan mendorong partisipasi aktif siswa taman kanak-kanak	√	
9	Aktifitas dalam materi yang dikembangkan akan mendukung siswa taman kanak-kanak dalam menggunakan Bahasa Inggris	√	
10	Apakah materi Bahasa Inggris yang dikembangkan akan mendukung pengembangan keterampilan mendengarkan, berbicara, membaca dan menulis siswa taman kanak-kanak	√	
11	Apakah materi Bahasa Inggris yang dikembangkan akan mampu memperkenalkan kosa kata sesuai dengan tema yang disajikan	√	
12	Apakah materi Bahasa Inggris yang dikembangkan akan memfasilitasi guru dalam mengajarkan Bahasa Inggris	√	
13	Apakah materi Bahasa Inggris yang dikembangkan akan mudah diajarkan oleh guru	√	
14	Apakah guru akan mampu menilai perkembangan keterampilan berbahasa Inggris siswa dengan materi yang dikembangkan	√	
15	Materi Bahasa Inggris yang dikembangkan akan mendukung interaksi social siswa taman kanak-kanak		√
16	Apakah materi Bahasa Inggris yang dikembangkan akan menciptakan kondisi interaktif dalam kelas	√	
17	Materi Bahasa Inggris yang dikembangkan akan mendukung seluruh aspek perkembangan siswa taman kanak-kanak ( aspek agama dan moral, fisik-motorik, kognitif, bahasa, sosial-emosional, dan seni)		√
18	Apakah materi Bahasa Inggris yang dikembangkan akan memiliki tampilan yang menarik untuk siswa taman kanak-	√	

	kanak		
19	Apakah input (gambar,kata dan aktifitas) akan sesuai dengan tingkat kemampuan siswa taman kanak-kanak		√
20	Apakah input (gambar,kata dan aktifitas) akan mendorong keingintahuan siswa taman kanak-kanak untuk mempelajari Bahasa Inggris		√

Aspect	Indicator	Items
The relevance of the material (Tomlinson, 2013)	4. The appropriateness of the material for childhood education in introducing English	30
	5. The appropriateness of the material toward the students' need	30
	6. The appropriateness of English material toward the age of students	0
The thematic material to introduce "Environment" in English (Soni, 2015)	4. The appropriateness of Environment theme for childhood education	40
	5. The Environment theme as a part of students' interest	30
	6. The influence of Environment theme for students' English learning	30
The learning activities in the developed material (Soni, 2015)	4. The variety of activity in the developed English material	0
	5. The influence of English material toward students' active participation	30
	6. The influence of English material for students to practice English	30
The skill and the competence in the developed material (Suyanto,2007)	3. The influence of English material toward students English skill development	50
	4. The influence of English material to provide thematic vocabulary	50
Teachers' role toward the developed material (Tomlinson,2013)	4. The use of the developed material as teaching reference for teacher	40
	5. The easiness of English material to be used by the teacher	30
	6. The use of English material in	30

	evaluating students skill development	
The learners' role toward the developed material (Tomlinson, 2013)	3. The influence of English material in students' social interaction	0
	4. The influence of English material in creating interactive condition in the classroom	50
The existing of self development program in material (Permendikbud, 2015)	2. The appropriateness of English material the whole aspect in childhood education curriculum	0
The appearance of the developed material (Piaget in Boundless Psychology, 2015)	4. The attractiveness of the developed material for students	40
	5. The appropriateness of the input (picture, vocabulary, activity) for students	0
	6. The encouragement of the input for students to learn English	0
<b>Total</b>		<b>510</b>

C. Saran dan kritik secara umum terhadap materi yang telah dikembangkan.

1. Bagaimana pendapat anda terhadap materi yang telah disusun?

Secara keseluruhan, materi yang telah dibuat oleh peneliti sudah baik karena telah menyesuaikan dengan kebutuhan siswa di taman kanak-kanak, hanya saja masih perlu dikembangkan lagi agar benar benar bisa digunakan dalam proses pembelajaran bahasa inggris nantinya.

2. Apa saja kekurangan yang terdapat dalam materi yang telah disusun?

Pada materi yang telah dikembangkan, masih ada beberapa aktivitas pada lembar kerja yang kurang bervariasi.

3. Apa saran Anda untuk memperbaiki kekurangan tersebut?

Evaluator 1 : Agar menambahkan materi yang lebih bervariasi

Evaluator 2 : Penyusunan kegiatan belajar pada lembar kerja lebih diperhatikan agar dapat menarik minat belajar siswa.

Evaluator 3 : Agar menambahkan materi yang mendukung pengembangan kosakata

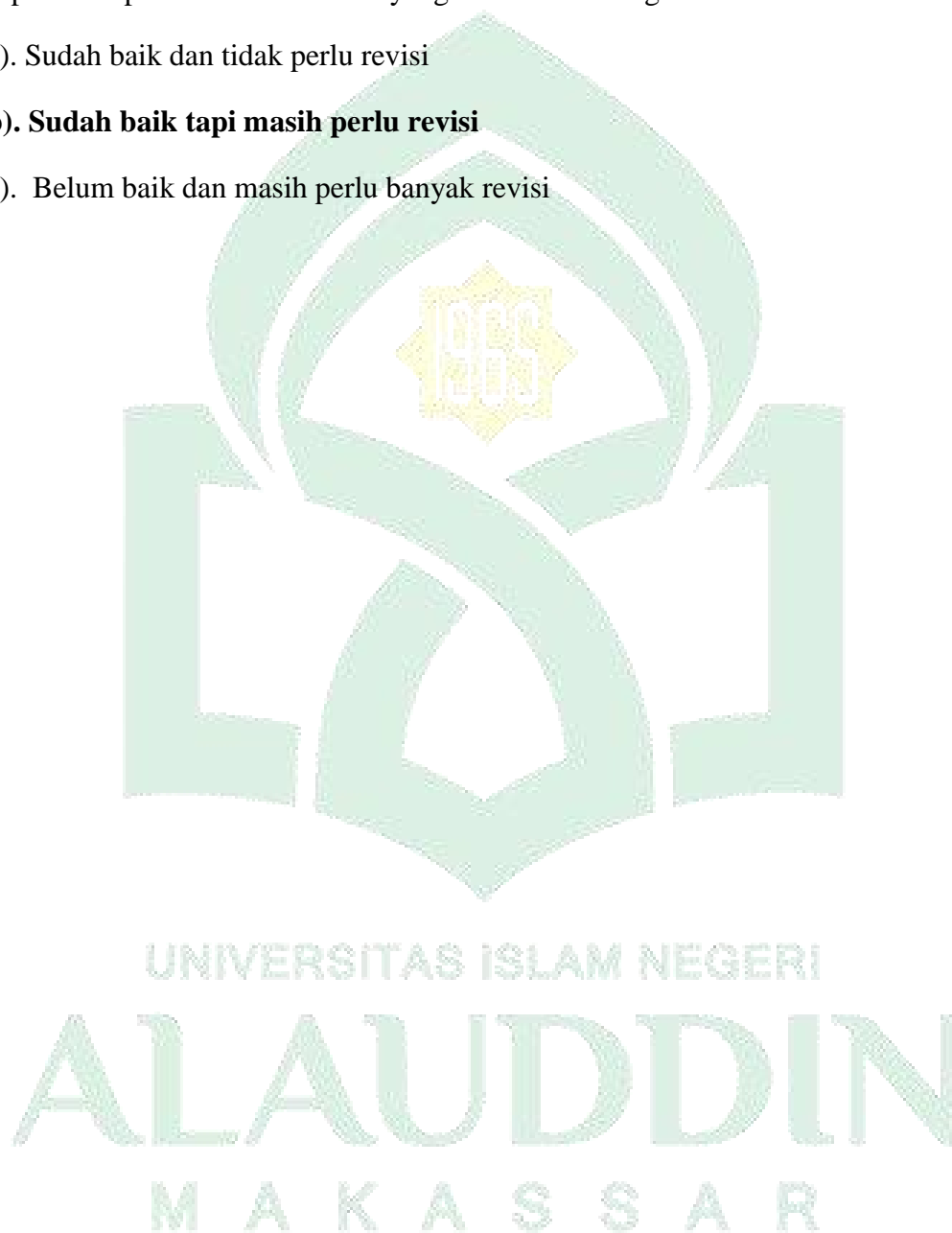


Evaluator 4 : Memastikan kembali apakah materi telah sesuai dengan kompetensi dasar, indikator dan muatan kurikulum TK.

#### Kesimpulan

Dapat disimpulkan bahwa materi yang telah dikembangkan:

- (a). Sudah baik dan tidak perlu revisi
- (b). Sudah baik tapi masih perlu revisi**
- (c). Belum baik dan masih perlu banyak revisi



## Expert Validation Result

**EXPERT 1**

Researcher : Kasyif Githa

Title : Developing Animal theme English Material for Early Young  
Leaners at PAUD Terpadu Joy Kids, Makassar

Lembar review checklist ini bertujuan untuk mengetahui kesesuaian materi ajar Bahasa Inggris untuk siswa di PAUD Terpadu Joy Kids, Makassar.

**A. Data Responden**

Nama : Dr. Hj.Mardiana, M.Hum

Umur : -

Jenis kelamin : Perempuan

Pendidikan : a. D3 b. S1 c. S2 **d. S3**

Pengalaman mengajar : a. 0-2 th b. 2-4 th **c. >4 th**

B. Isilah table berikut dengan member tanda centang (✓) pada kotak yang tersedia.

YA : Jika Anda setuju dengan pernyataan yang ada.

TIDAK : Jika Anda tidak setuju dengan pernyataan yang ada

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**ALAUDDIN**  
M A K A S S A R

NO	PERNYATAAN	YA	TIDAK
1	Apakah materi Bahasa Inggris yang dikembangkan akan sesuai untuk mengenalkan Bahasa Inggris di taman kanak-kanak	√	
2	Apakah materi Bahasa Inggris yang dikembangkan akan mendukung kebutuhan siswa di taman kanak-kanak	√	
3	Apakah materi Bahasa Inggris yang dikembangkan akan sesuai dengan usia siswa di taman kanak-kanak		√
4	Apakah tema materi Bahasa Inggris <i>Animal</i> akan sesuai dengan kebutuhan siswa di taman kanak-kanak	√	
5	Apakah tema materi Bahasa Inggris <i>Animal</i> akan menarik minat belajar siswa di taman kanak-kanak	√	
6	Apakah tema materi Bahasa Inggris <i>Animal</i> akan memudahkan siswa taman kanak-kanak dalam mempelajari Bahasa Inggris	√	
7	Apakah aktifitas dalam materi yang dikembangkan akan bervariasi	√	
8	Apakah aktifitas dalam materi yang dikembangkan akan mendorong partisipasi aktif siswa taman kanak-kanak	√	
9	Aktifitas dalam materi yang dikembangkan akan mendukung siswa taman kanak-kanak dalam menggunakan Bahasa Inggris	√	
10	Apakah materi Bahasa Inggris yang dikembangkan akan mendukung pengembangan keterampilan mendengarkan, berbicara, membaca dan menulis siswa taman kanak-kanak	√	
11	Apakah materi Bahasa Inggris yang dikembangkan akan mampu memperkenalkan kosakata sesuai dengan tema yang disajikan	√	
12	Apakah materi Bahasa Inggris yang dikembangkan akan memfasilitasi guru dalam mengajarkan Bahasa Inggris	√	
13	Apakah materi Bahasa Inggris yang dikembangkan akan mudah diajarkan oleh guru	√	
14	Apakah guru akan mampu menilai perkembangan keterampilan berbahasa Inggris siswa dengan materi yang dikembangkan	√	
15	Materi Bahasa Inggris yang dikembangkan akan mendukung interaksi sosial siswa taman kanak-kanak		√

16	Apakah materi Bahasa Inggris yang dikembangkan akan menciptakan kondisi interaktif dalam kelas	√	
17	Materi Bahasa Inggris yang dikembangkan akan mendukung seluruh aspek perkembangan siswa taman kanak-kanak ( aspek agama dan moral, fisik-motorik, kognitif, bahasa, sosial-emosional, dan seni)		√
18	Apakah materi Bahasa Inggris yang dikembangkan akan memiliki tampilan yang menarik untuk siswa taman kanak-kanak	√	
19	Apakah input (gambar,kata dan aktifitas) akan sesuai dengan tingkat kemampuan siswa taman kanak-kanak		√
20	Apakah input (gambar,kata dan aktifitas) akan mendorong keingintahuan siswa taman kanak-kanak untuk mempelajari Bahasa Inggris		√

Aspect	Indicator	Items
The relevance of the material (Tomlinson, 2013)	4. The appropriateness of the material for childhood education in introducing English	30
	5. The appropriateness of the material toward the students' need	30
	6. The appropriateness of English material toward the age of students	0
The thematic material to introduce "Environment" in English (Soni, 2015)	4. The appropriateness of Environment theme for childhood education	40
	5. The Environment theme as a part of students' interest	30
	6. The influence of Environment theme for students' English learning	30
The learning activities in the developed material (Soni, 2015)	4. The variety of activity in the developed English material	40
	5. The influence of English material toward students' active participation	30
	6. The influence of English material for students to practice English	30

The skill and the competence in the developed material (Suyanto,2007)	3. The influence of English material toward students English skill development	50
	4. The influence of English material to provide thematic vocabulary	50
Teachers' role toward the developed material (Tomlinson,2013)	4. The use of the developed material as teaching reference for teacher	40
	5. The easiness of English material to be used by the teacher	30
	6. The use of English material in evaluating students skill development	30
The learners' role toward the developed material (Tomlinson, 2013)	3. The influence of English material in students' social interaction	0
	4. The influence of English material in creating interactive condition in the classroom	50
The existing of self development program in material (Permendikbud, 2015)	2. The appropriateness of English material the whole aspect in childhood education curriculum	0
The appearance of the developed material (Piaget in Boundless Psychology,2015)	4. The attractiveness of the developed material for students	40
	5. The appropriateness of the input (picture, vocabulary, activity) for students	0
	6. The encouragement of the input for students to learn English	0
<b>Total</b>		<b>550</b>

1. Bagaimana pendapat anda terhadap materi yang telah disusun?

Materi yang dibuat sudah bagus dan menarik untuk diajarkan kepada siswa di Taman Kanak-Kanak untuk memperkenalkan Bahasa Inggris.

2. Apa saja kekurangan yang terdapat dalam materi yang telah disusun?

Pada lembar kerja tidak terdapat aspek.

3. Apa saran Anda untuk memperbaiki kekurangan tersebut?

Menaambahkan aspek pada lembar kerja agar memudahkan guru pada saat pembelajaran serta evaluasi terhadap siswa

## Kesimpulan

Dapat disimpulkan bahwa materi yang telah dikembangkan:

- (a). Sudah baik dan tidak perlu revisi
- (b). Sudah baik tapi masih perlu revisi**
- (c). Belum baik dan masih perlu banyak revisi

Validator



Dr. Hj. Mardiana, M. Hum



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## EXPERT 2

Researcher : Kasyif Githa

Title : Developing Animal theme English Material for Early Young  
Leaners at PAUD Terpadu Joy Kids, Makassar

Lembar review checklist ini bertujuan untuk mengetahui kesesuaian materi ajar  
Bahasa Inggris untuk siswa di PAUD Terpadu Joy Kids, Makassar.

### A. Data Validator

Nama : Eka Damayanti, S.Psi.,M.A

Umur : 38

Jenis kelamin : Perempuan

Pendidikan : a. D3 b. S1 c. **S2** d. S3

Pengalaman mengajar : a. 0-2 th b. 2-4 th c. **>4 th**

B. Isilah table berikut dengan member tanda centang (✓) pada kotak yang tersedia.

YA : Jika Anda setuju dengan pernyataan yang ada.

TIDAK : Jika Anda tidak setuju dengan pernyataan yang ada

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NO	PERNYA T AAN	YA	TIDAK
1	Apakah materi Bahasa Inggris yang dikembangkan akan sesuai untuk mengenalkan Bahasa Inggris di taman kanak-kanak	√	
2	Apakah materi Bahasa Inggris yang dikembangkan akan mendukung kebutuhan siswa di taman kanak-kanak	√	
3	Apakah materi Bahasa Inggris yang dikembangkan akan sesuai dengan usia siswa di taman kanak-kanak		√
4	Apakah tema materi Bahasa Inggris <i>Animal</i> akan sesuai dengan kebutuhan siswa di taman kanak-kanak	√	
5	Apakah tema materi Bahasa Inggris <i>Animal</i> akan menarik minat belajar siswa di taman kanak-kanak	√	
6	Apakah tema materi Bahasa Inggris <i>Animal</i> akan memudahkan siswa taman kanak-kanak dalam mempelajari Bahasa Inggris	√	
7	Apakah aktifitas dalam materi yang dikembangkan akan bervariasi	√	
8	Apakah aktifitas dalam materi yang dikembangkan akan mendorong partisipasi aktif siswa taman kanak-kanak	√	
9	Aktifitas dalam materi yang dikembangkan akan mendukung siswa taman kanak-kanak dalam menggunakan Bahasa Inggris	√	
10	Apakah materi Bahasa Inggris yang dikembangkan akan mendukung pengembangan keterampilan mendengarkan, berbicara, membaca dan menulis siswa taman kanak-kanak	√	
11	Apakah materi Bahasa Inggris yang dikembangkan akan mampu memperkenalkan kosa kata sesuai dengan tema yang disajikan	√	
12	Apakah materi Bahasa Inggris yang dikembangkan akan memfasilitasi guru dalam mengajarkan Bahasa Inggris	√	
13	Apakah materi Bahasa Inggris yang dikembangkan akan mudah diajarkan oleh guru	√	
14	Apakah guru akan mampu menilai perkembangan keterampilan berbahasa Inggris siswa dengan materi yang dikembangkan	√	
15	Materi Bahasa Inggris yang dikembangkan akan mendukung interaksi social siswa taman kanak-kanak		√

16	Apakah materi Bahasa Inggris yang dikembangkan akan menciptakan kondisi interaktif dalam kelas	√	
17	Materi Bahasa Inggris yang dikembangkan akan mendukung seluruh aspek perkembangan siswa taman kanak-kanak ( aspek agama dan moral, fisik-motorik, kognitif, bahasa, sosial-emosional, dan seni)		√
18	Apakah materi Bahasa Inggris yang dikembangkan akan memiliki tampilan yang menarik untuk siswa taman kanak-kanak	√	
19	Apakah input (gambar,kata dan aktifitas) akan sesuai dengan tingkat kemampuan siswa taman kanak-kanak		√
20	Apakah input (gambar,kata dan aktifitas) akan mendorong keingintahuan siswa taman kanak-kanak untuk mempelajari Bahasa Inggris		√

Aspect	Indicator	Items
The relevance of the material (Tomlinson, 2013)	7. The appropriateness of the material for childhood education in introducing English	30
	8. The appropriateness of the material toward the students' need	30
	9. The appropriateness of English material toward the age of students	0
The thematic material to introduce "Environment" in English (Soni, 2015)	7. The appropriateness of Environment theme for childhood education	40
	8. The Environment theme as a part of students' interest	30
	9. The influence of Environment theme for students' English learning	30
The learning activities in the developed material (Soni, 2015)	7. The variety of activity in the developed English material	40
	8. The influence of English material toward students' active participation	30
	9. The influence of English material for students to practice English	30

The skill and the competence in the developed material (Suyanto,2007)	5. The influence of English material toward students English skill development	50
	6. The influence of English material to provide thematic vocabulary	50
Teachers' role toward the developed material (Tomlinson,2013)	7. The use of the developed material as teaching reference for teacher	40
	8. The easiness of English material to be used by the teacher	30
	9. The use of English material in evaluating students skill development	30
The learners' role toward the developed material (Tomlinson, 2013)	5. The influence of English material in students' social interaction	0
	6. The influence of English material in creating interactive condition in the classroom	50
The existing of self development program in material (Permendikbud, 2015)	3. The appropriateness of English material the whole aspect in childhood education curriculum	0
The appearance of the developed material (Piaget in Boundless Psychology,2015)	7. The attractiveness of the developed material for students	40
	8. The appropriateness of the input (picture, vocabulary, activity) for students	0
	9. The encouragement of the input for students to learn English	0
<b>Total</b>		<b>550</b>

1. Bagaimana pendapat anda terhadap materi yang telah disusun?

Sudah bagus dan sesuai dengan tema animal. Gambarnya juga sangat menarik hanya saja semua gambar ayam. Namun banyak ragam aktivitas di dalamnya.

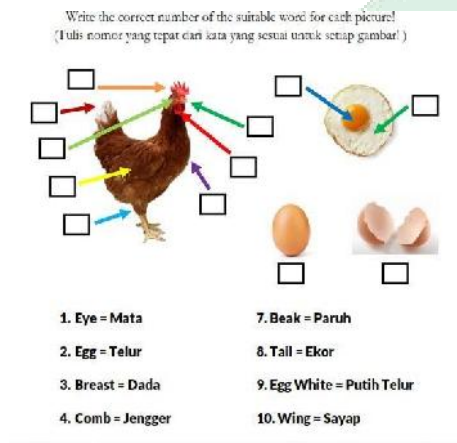
2. Apa saja kekurangan yang terdapat dalam materi yang telah disusun?

Pada langkah-langkah, masih kurang menampilkan pembelajaran saintifik, padahal itu sangat penting di PAUD dan masuk salah satu indicator penilaian dalam Instrumen Akreditasi PAUD.

Materi yang disajikan masih monoton karena di tema Binatang, bukan hanya ayam. Bahkan sub tema binatang itu berupa binatang ternak. Nah, ayam

bukan satu-satunya binatang ternak.

Terdapat juga konten dalam materi yang terlalu tinggi bagi anak, misalnya pada konten di bawah ini, anak disuruh mencocokkan tulisan berdasarkan anggota bagian tubuh ayam. Bukan menjadi kewajiban bagi anak PAUD untuk lancar membaca. Jika melihat gambar dibawah, seakan memposisikan anak paud sudah bisa lancar membaca ditambah lagi beban kognitif untuk menghafal bagian tubuh ayam.



3. Apa saran Anda untuk memperbaiki kekurangan tersebut?

- Membuat instrument yang menyentuh semua aspek perkembangan anak khususnya perkembangan agama
- Mempertimbangkan kecocokan kompetensi dengan usia/perkembangan anak.
- Membuat langkah-langkah supaya kelihatan saintifiknya.

Kesimpulan

Dapat disimpulkan bahwa materi yang telah dikembangkan:

- (a). Sudah baik dan tidak perlu revisi
- (b). Sudah baik tapi masih perlu revisi**
- (c). Belum baik dan masih perlu banyak revisi

Validator

Eka Damayanti, S.Psi., M.A

## CURRICULUM VITAE



Kasyif Githa was born in Ujung Pandang, South Sulawesi, on August 16<sup>th</sup> 1998. He is the first son of five siblings of Ahmad Syawqi and Syahidah Alwi.

The researcher began his study at SDN. Komp. Ikip 1 Makassar and graduated in 2010. Then, he continued his study at SMPIT Al-Fityan School Gowa for three years. After that, he entered MAN 2 Model Makassar to continue his high school. In 2016 he graduated and enrolled as a university student at Alauddin State Islamic University of Makassar to continue his study by taking focus on English Education Department. He was successfully accepted as the students of English Education Department specifically in the class of PBI 1-2 batch 2016

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